

# **2001 MS IV Cadet Survey Findings**

**Data Collected in Spring of SY00-01**

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# **Executive Summary**

## **✓Demographics:**

- **52 percent of cadets had fathers with a military background. This is about twice the expected number. Overall, 59 percent of the cadets had immediate family in the military and 83 percent had at least one member of the family with military background.**
- **Most fathers were enlisted (64%).**
- **Most cadets began in Freshman year but percent of cadets starting later is growing.**
- **Half of cadets say it takes longer than four years to graduate.**

## **✓Scholarships and Cadet Finances:**

- **Cadets with scholarships indicate that scholarship is important to staying in school.**
- **Whites were slightly more likely to get a scholarship.**
- **Percentage of MS4 college costs paid through ROTC scholarship is in decline.**
- **Non-Scholarship cadets rely on loans to pay for school.**

## **✓Marketing and Recruitment:**

- **Influences on the Decision to Commission:**
  - **Family and fellow cadets help retain cadets in the program.**
  - **Cadre's impact on remaining to commission has increased dramatically in the past two years.**
  - **Career opportunities are the number one reason to commission.**

## **Executive Summary Continued**

### **✓Marketing and Recruitment continued:**

- **Working is a distracter to commissioning and the new tiered stipend levels may change the reliance on working, but the tiered stipend was not in effect at the time of the survey.**
- **Social events (along with fund raisers) are a distracter to commissioning.**
- **Cadets do not actively participate in recruitment, especially to high schools.**

### **✓Branching Decisions:**

- **Cadets chose their branch based on transferability of skills to private sector.**
- **White cadets more often chose combat arms than non-whites both as first and second branch choices.**
- **Cadets' belief that combat arms branches have extrinsic value is in decline across ethnic groups.**

### **✓Cadet Attitudes About ROTC:**

- **Cadets learned the most through FTXs, leadership instruction and hands-on training.**
- **Counseling and classroom instruction did not fare well in cadet opinion.**
- **Social events were least likely learning environments but were slightly higher in appeal.**

## **Executive Summary Continued**

### **✓Cadet Attitudes About ROTC continued:**

- **Cadets feel more than sufficient (read too much) emphasis is placed on advanced camp preparation.**
- **Classroom space is mostly adequate.**
- **Cadets said that cadre are fine, but some cadets did point out the need for better quality and more quantity.**
- **Cadets said that more computers are needed.**
- **Cadets were strongly in favor of more and better training equipment.**

### **How the survey was conducted:**

- ✓ The purpose of the MS4 survey was to review program elements and determine the attitudes of successful cadets toward the ROTC program.
- ✓ The survey included several questions designed to determine how cadets responded to program elements.
- ✓ All schools were notified of the survey dates, and cadets completed the survey on the Internet.
- ✓ 1065 valid surveys were completed in April and May 2001.

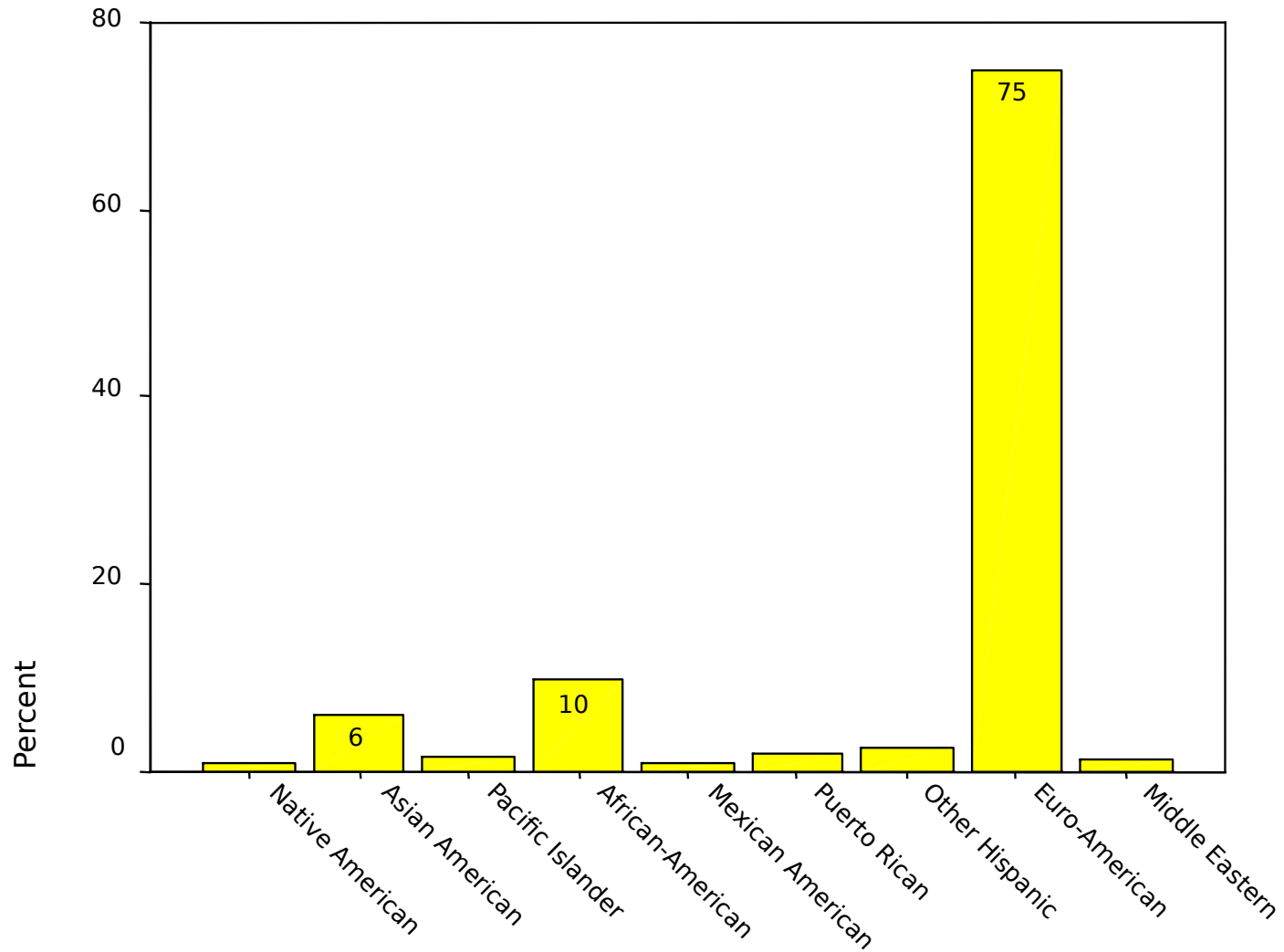
### **Differences between sample and all MS4s:**

- ✓ The number of MS4s taking the survey was less than in the Spring of 2000; however, no sampling error increase was evident.
- ✓ There were fewer Hispanics and African-Americans in the sample than expected, but the difference was not sufficient to call to question the results.
- ✓ Other than the above, the sample appears to mirror all MS4s.

# **Demographics:**

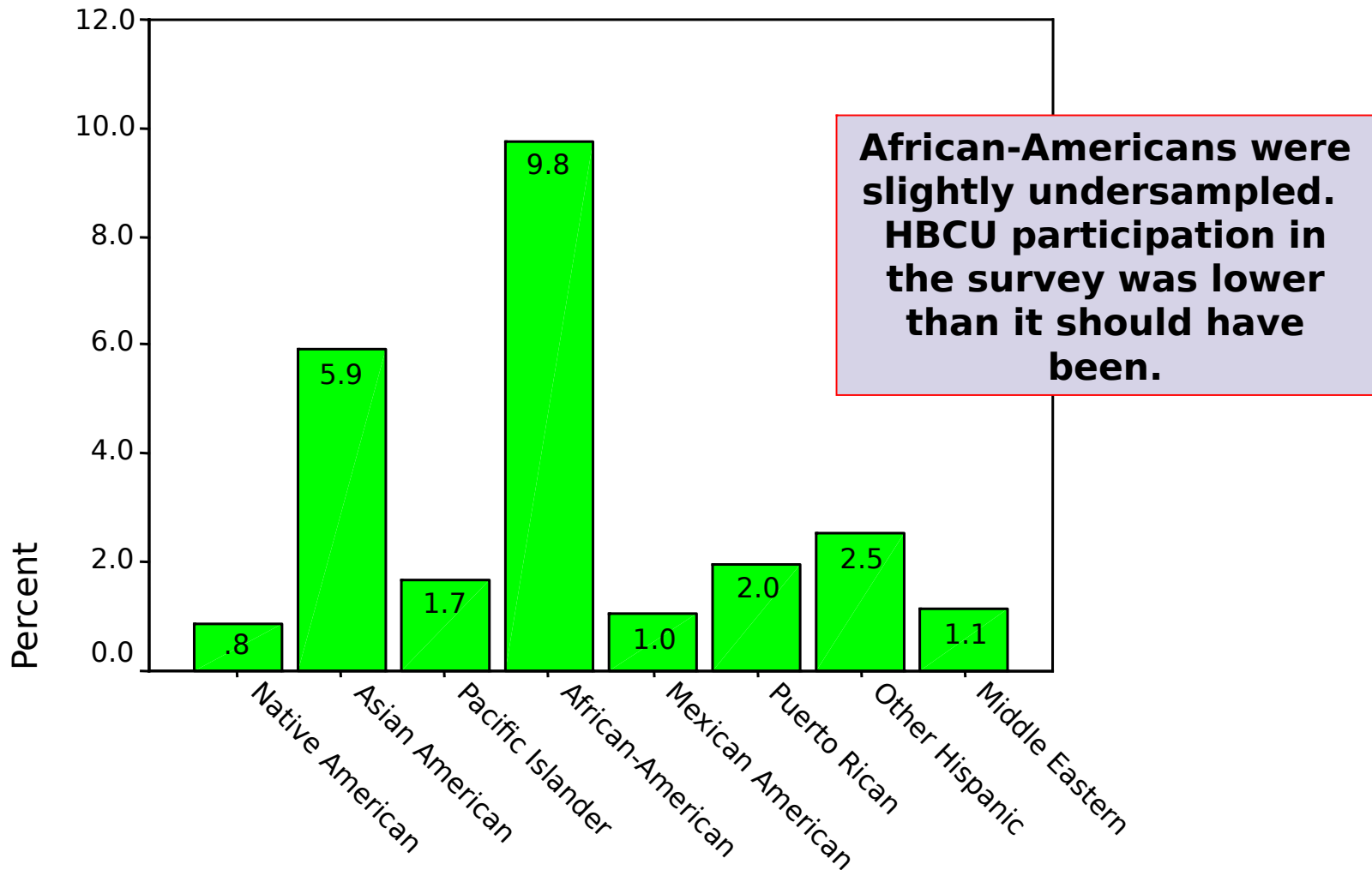
- **Ethnicity**
- **Majors**
- **Relatives Served in Military**
- **When Started ROTC**
- **Projected Completion of Bachelor's Degree**

## Ethnic Breakout - MS4s

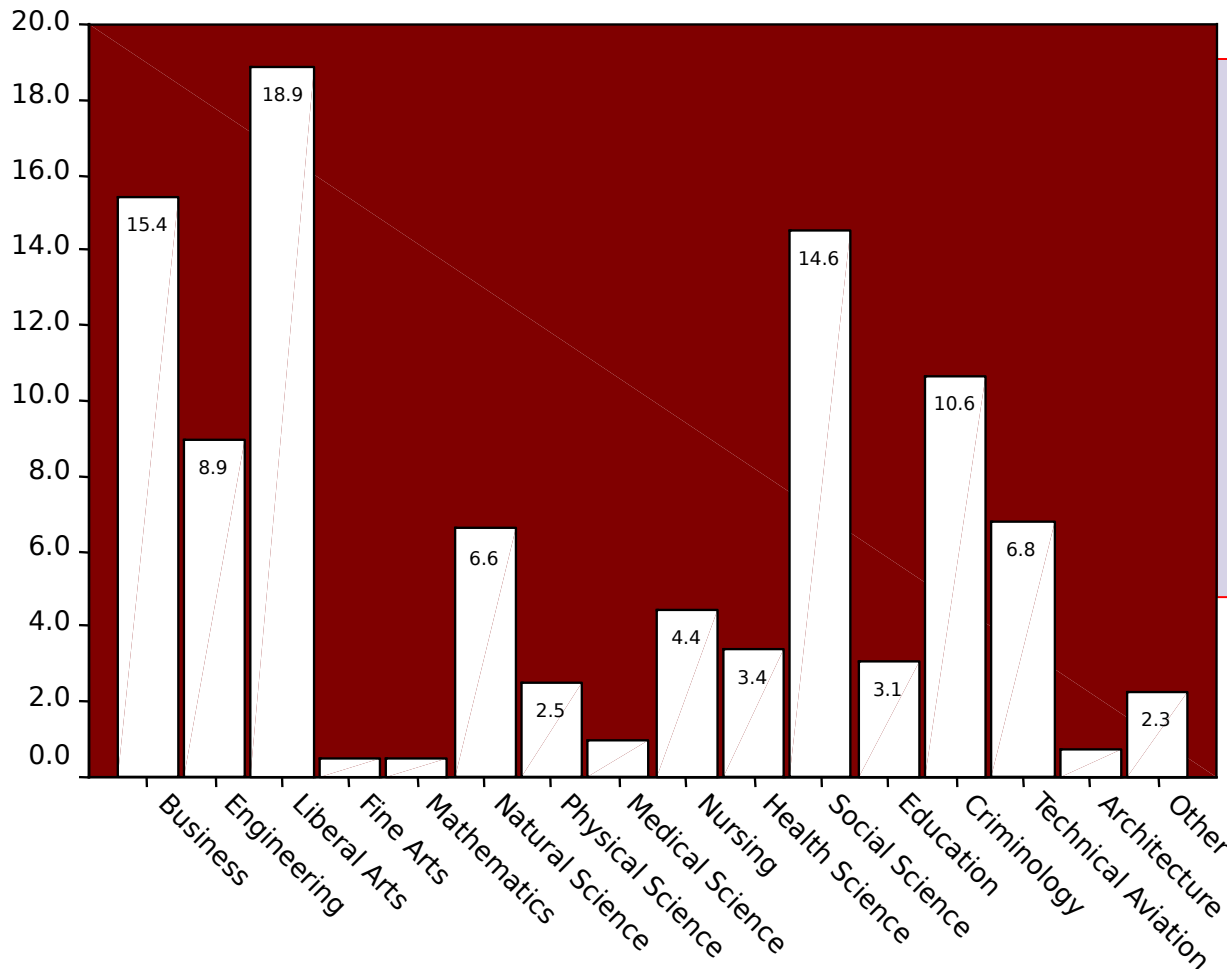




## Minority Breakout - MS4s in “Sample”

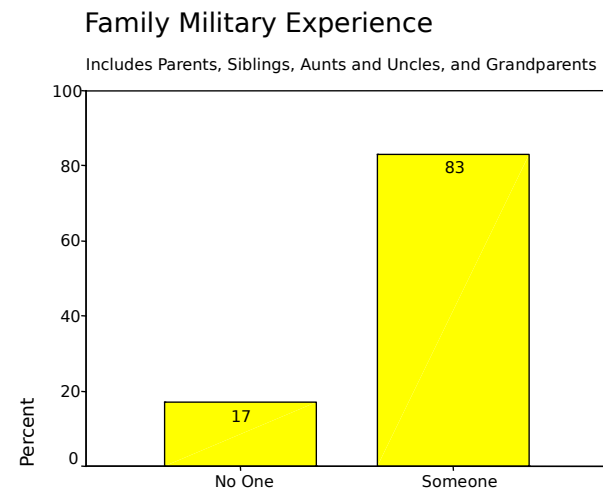
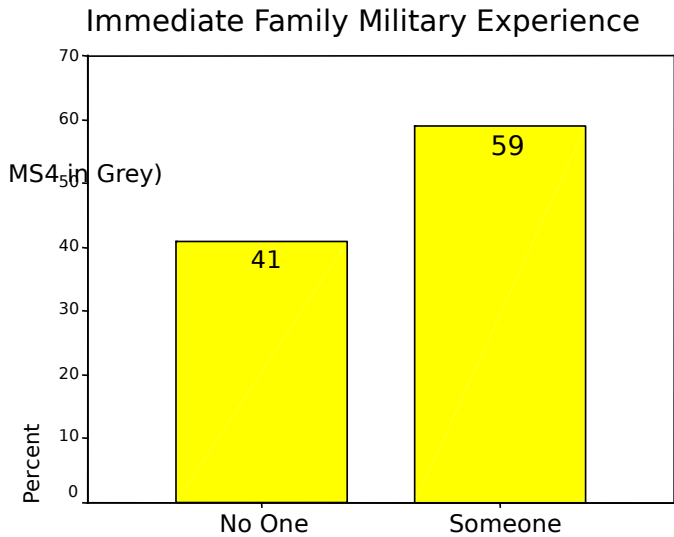
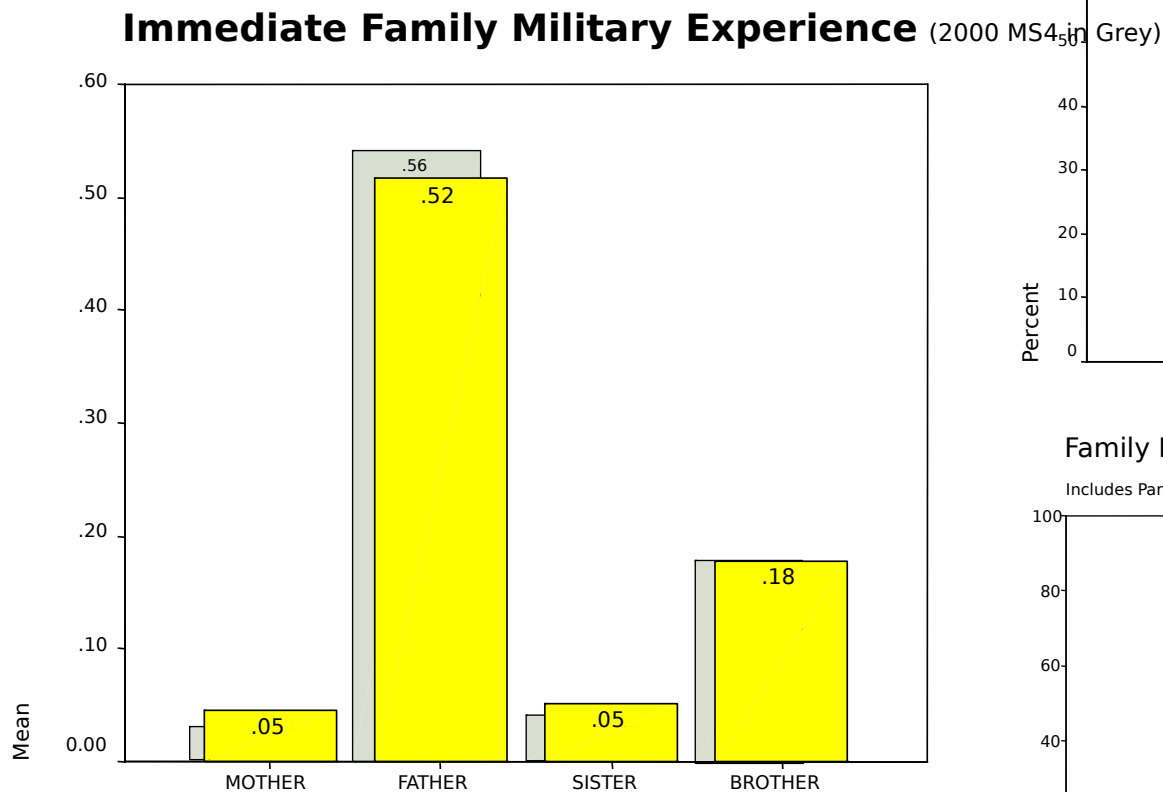


## Majors of MS4s

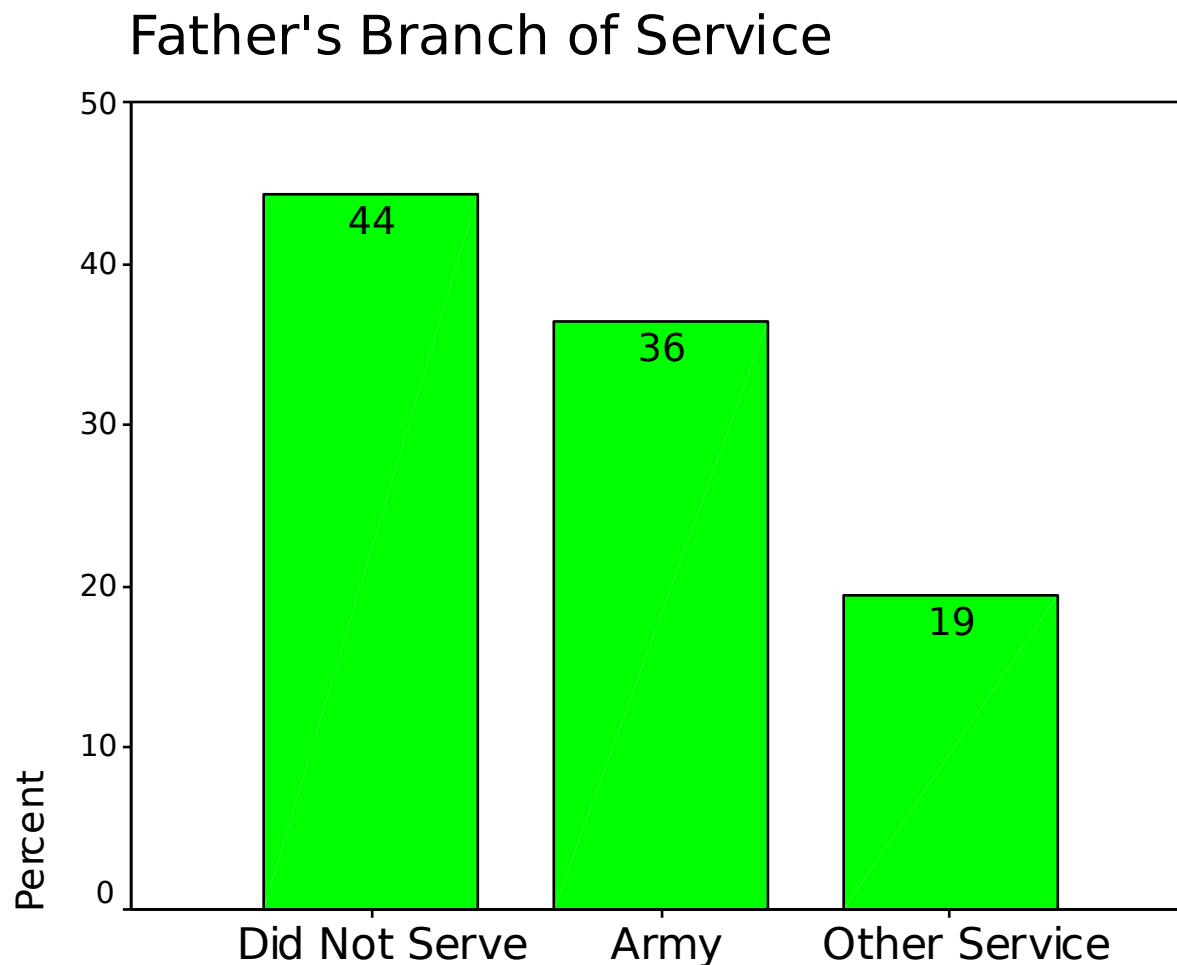


**Engineering, Math, Science, and Technical account for 40 percent of majors among MS2s, but only 25 percent by MS4.**

# MS4 Cadets Tend to Come from Military Families

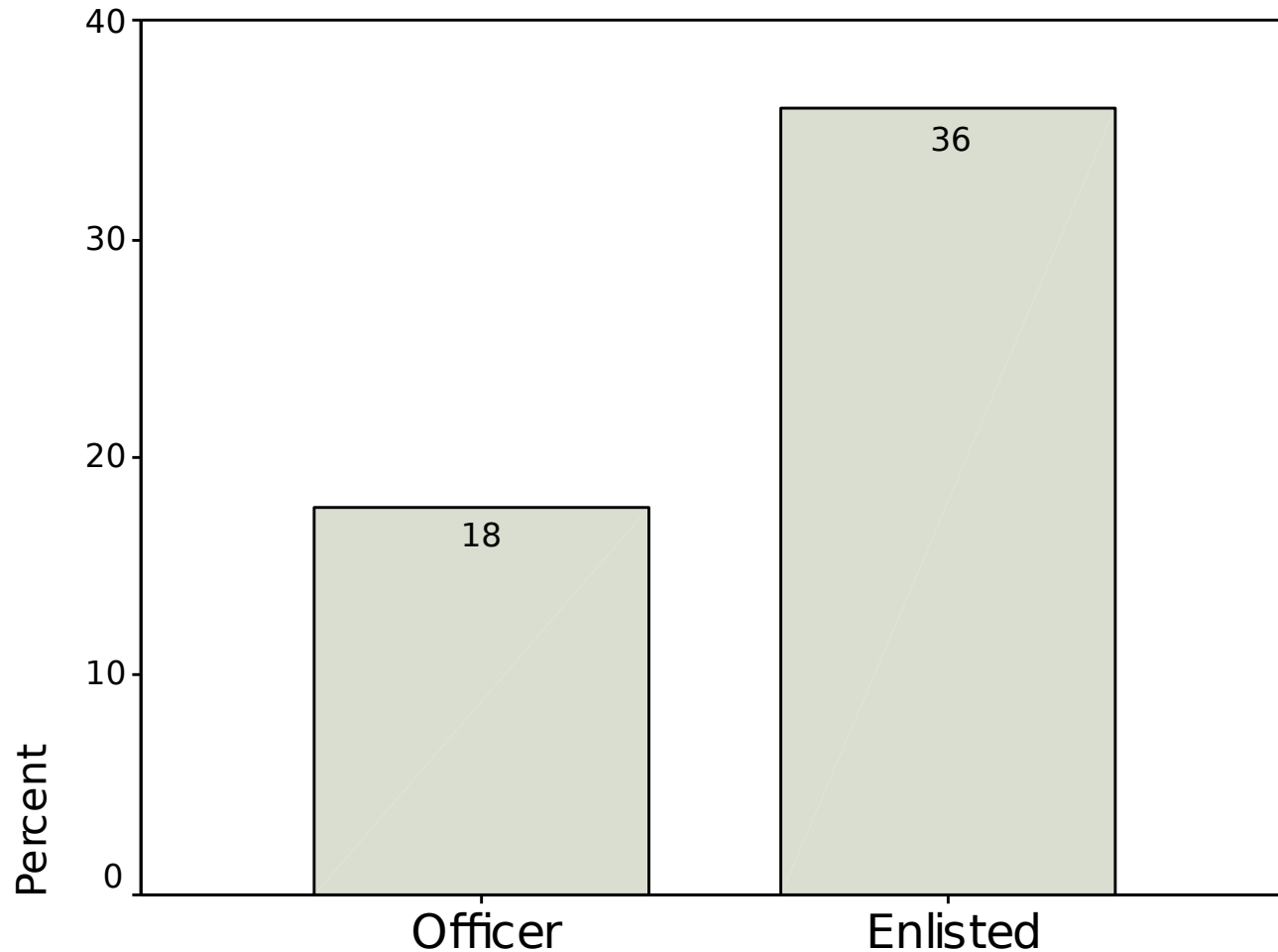


# MS4 Cadet Fathers Most Often Army



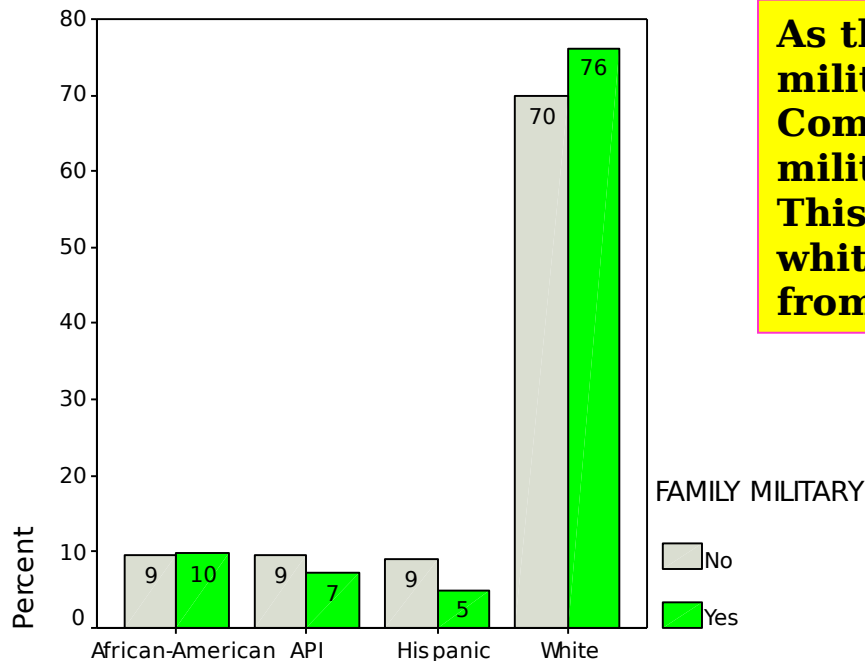
# MS4 Cadet Fathers Most Often Enlisted

Father twice as likely to have been enlisted



# Family Military Background Differs by Ethnicity

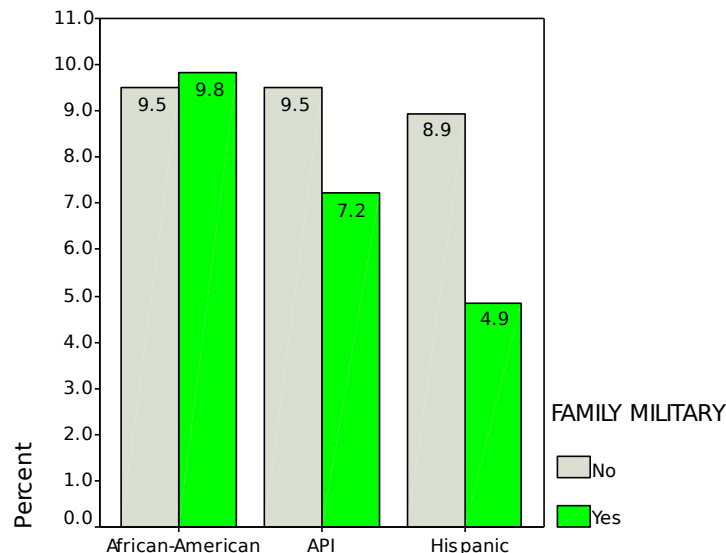
Whites More Likely to Have Family Military Background



**Includes  
immediate  
family  
members'  
backgrounds.**

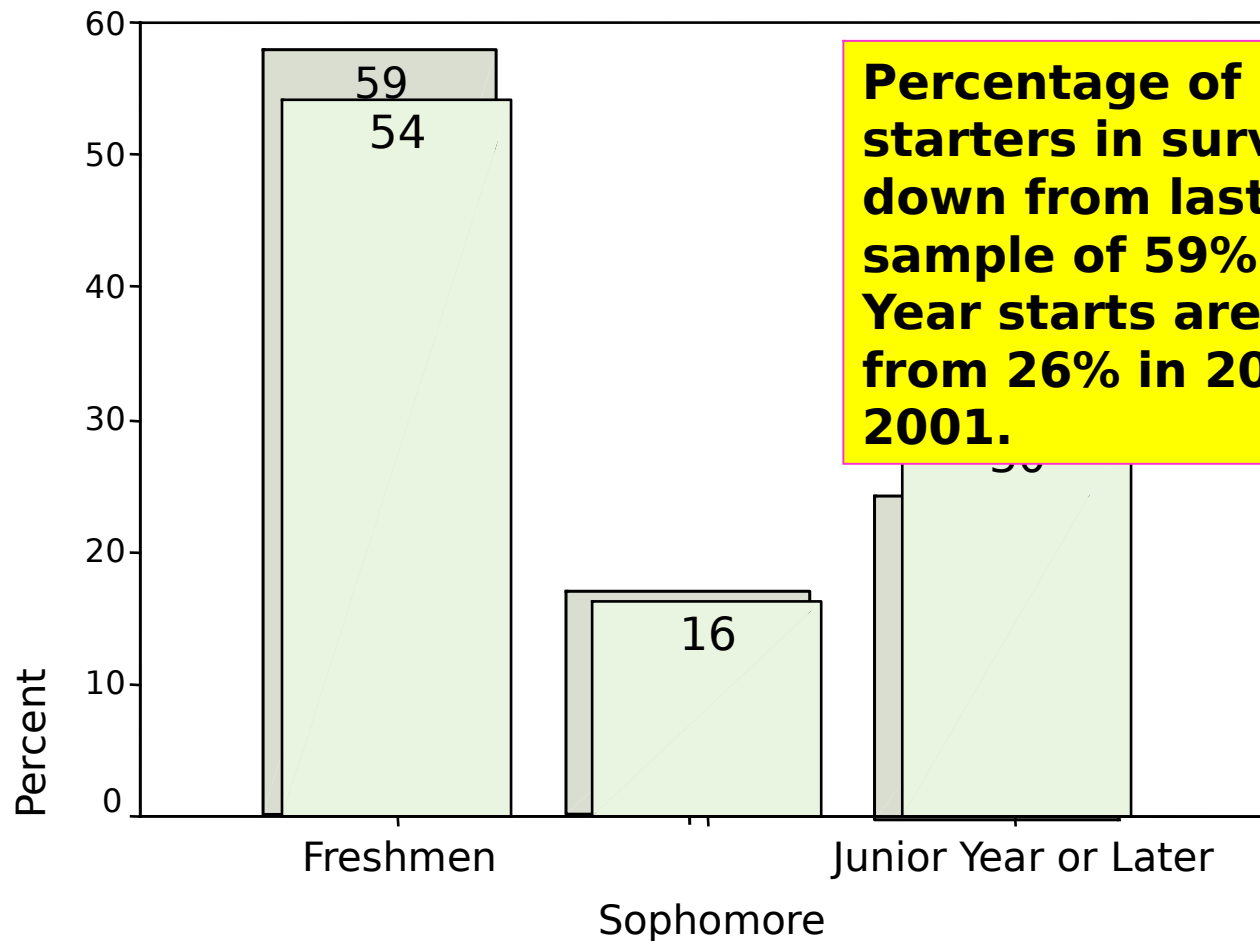
**As the percentage of families with military background declines, Cadet Command must seek to engage more non-military background cadets in ROTC. This appears to be problematic among whites. Hispanics are less likely to come from a military family.**

Hispanics Have Less Family Military Background



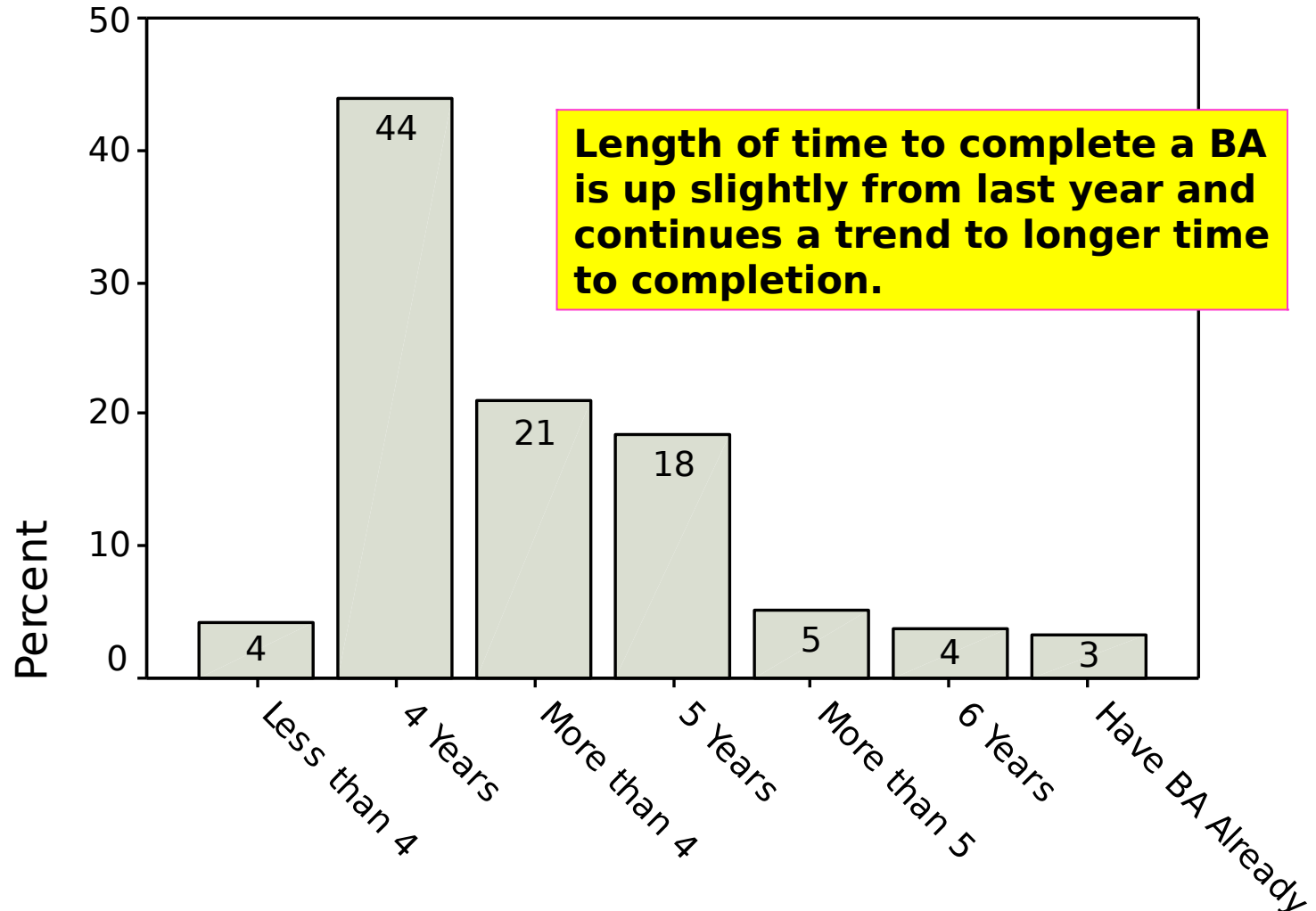
## Most Started ROTC as Freshmen

70% Started as Freshmen or Sophomores



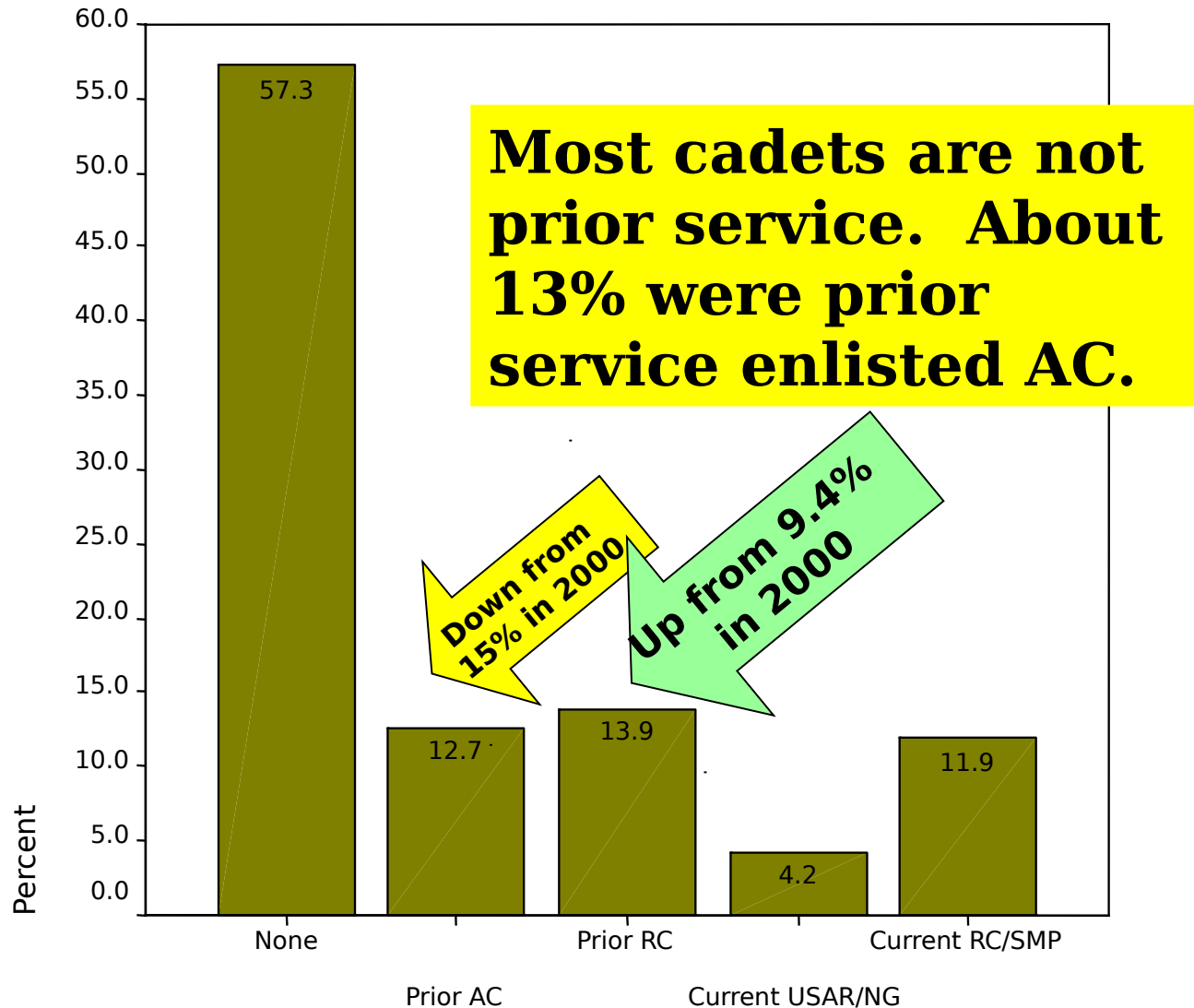
**Percentage of Freshman starters in survey sample down from last year's sample of 59% 54%. Junior Year starts are up sharply from 26% in 2000 to 30% in 2001.**

# More than half of MS4s anticipate longer than 4 years to complete degree





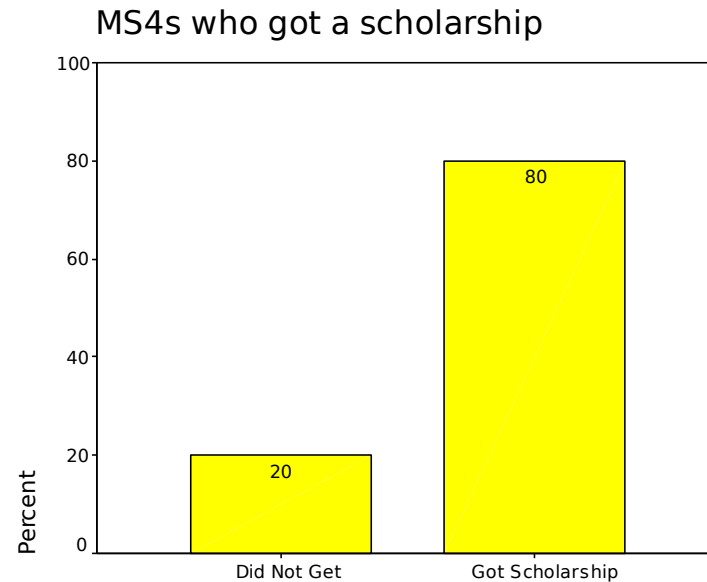
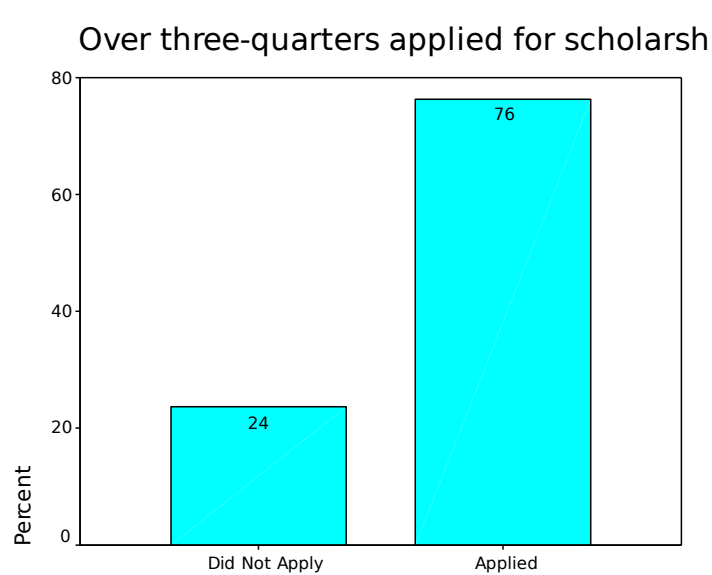
## Prior Service and SMP



# **Scholarships and Financing:**

- **Number Applying for a Scholarship**
- **Number Awarded and Type**
- **Impact of Getting a Scholarship on Continuing R**
- **Importance of Scholarship to Remaining in Scho**
- **Cadet Finances**
- **Cadets Working**

# Most MS4s Applied for ROTC Scholarship



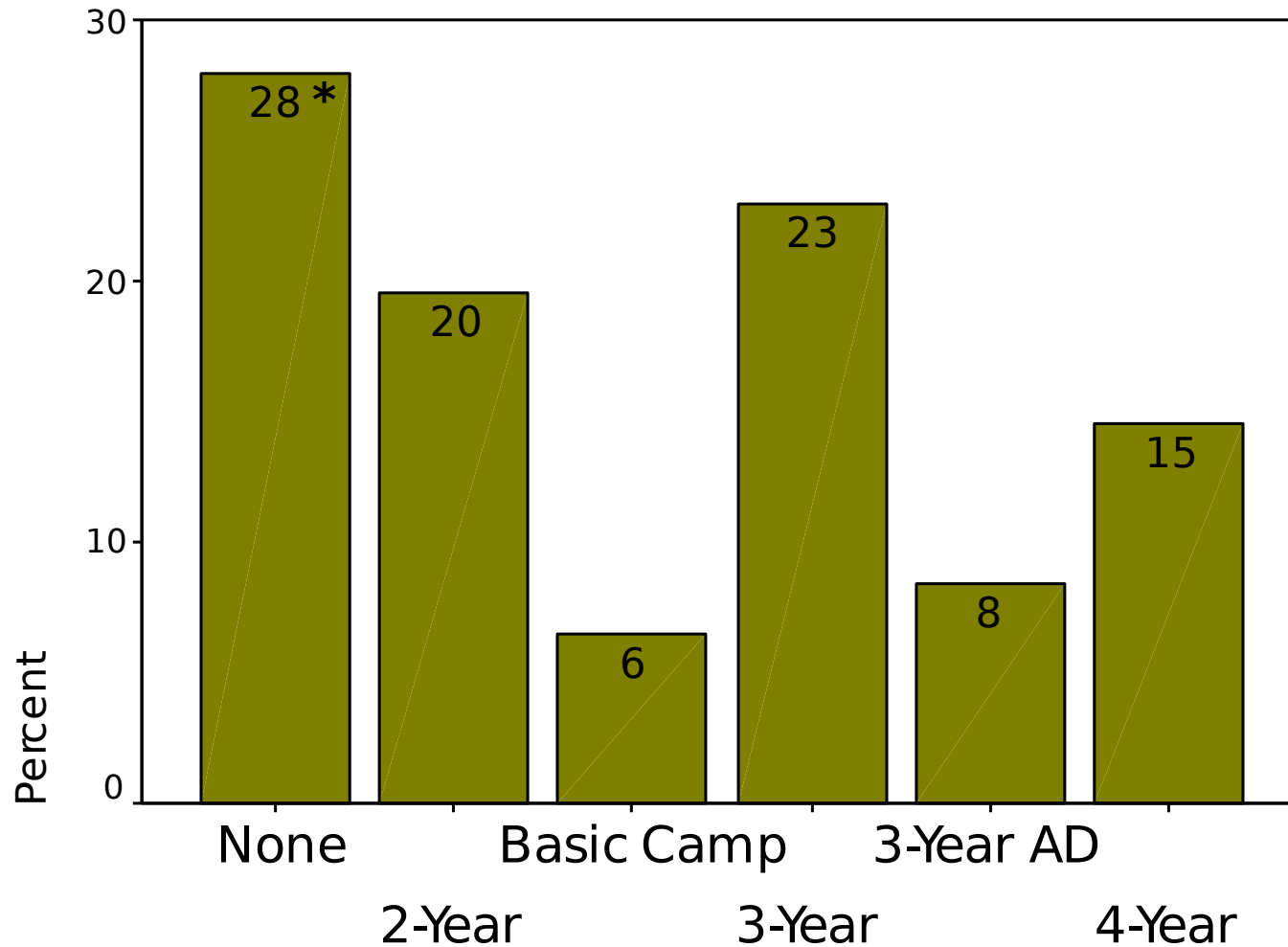
## rec\_schol \* ETHNIC2 Crosstabulation

### Count

	ETHNICITY				Total
	API	African-American	Hispanic	White	
Did not get	18	31	16	123	192
Got Scholarship	54	61	35	605	771
Total	81	104	59	800	1065

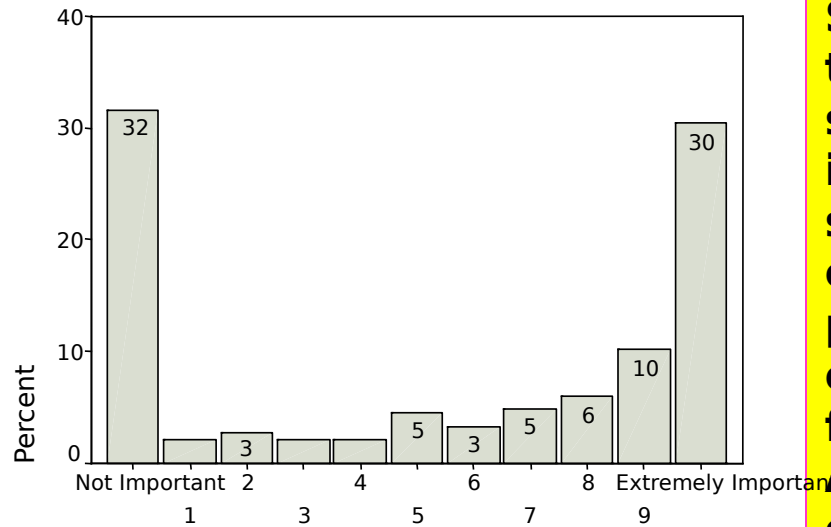
\*African Americans/Hispanics were least likely to get scholarship satisfaction in survey sample.

# Scholarship Distribution



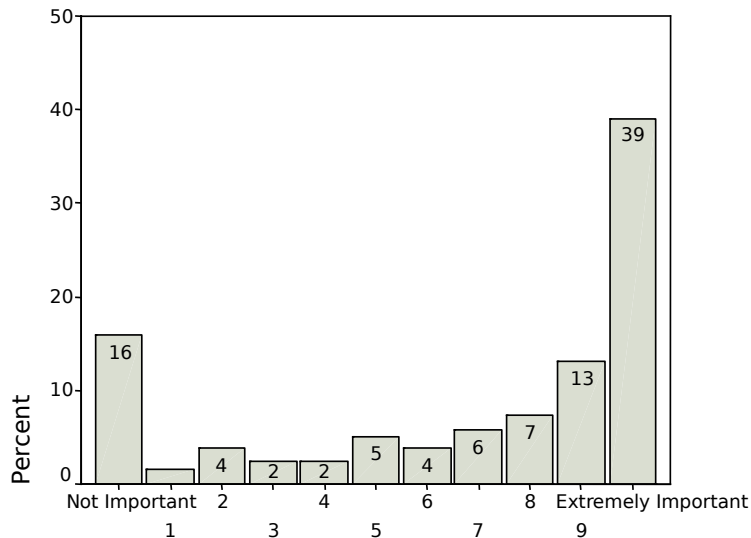
**\*Includes 8% that did not indicate the type of scholarship received.**

## MS4 Cadets' Reported Importance of the AROTC Scholarship to Staying in School

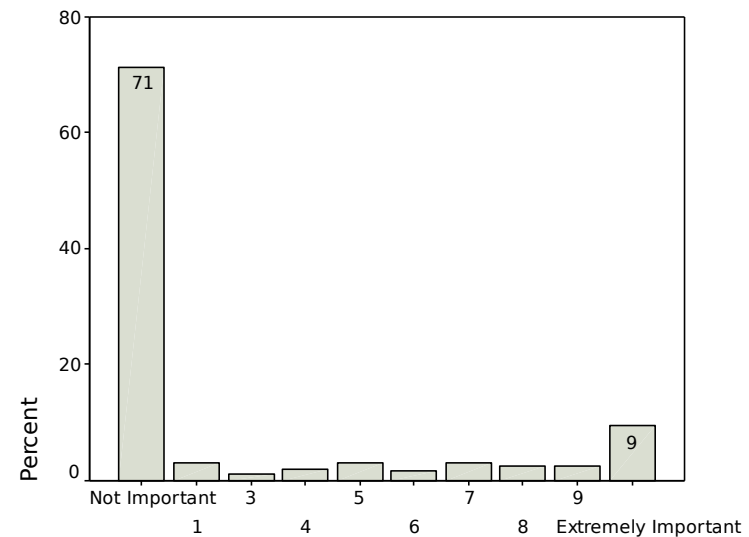


**Scholarship MS4s cadets say that the scholarship is important to staying in school. However, the importance of the scholarship to staying in school among scholarship cadets has dropped slightly from previous years. This is likely due to competition from other sources of funding or the declining value of Army ROTC scholarships in funding college costs.**

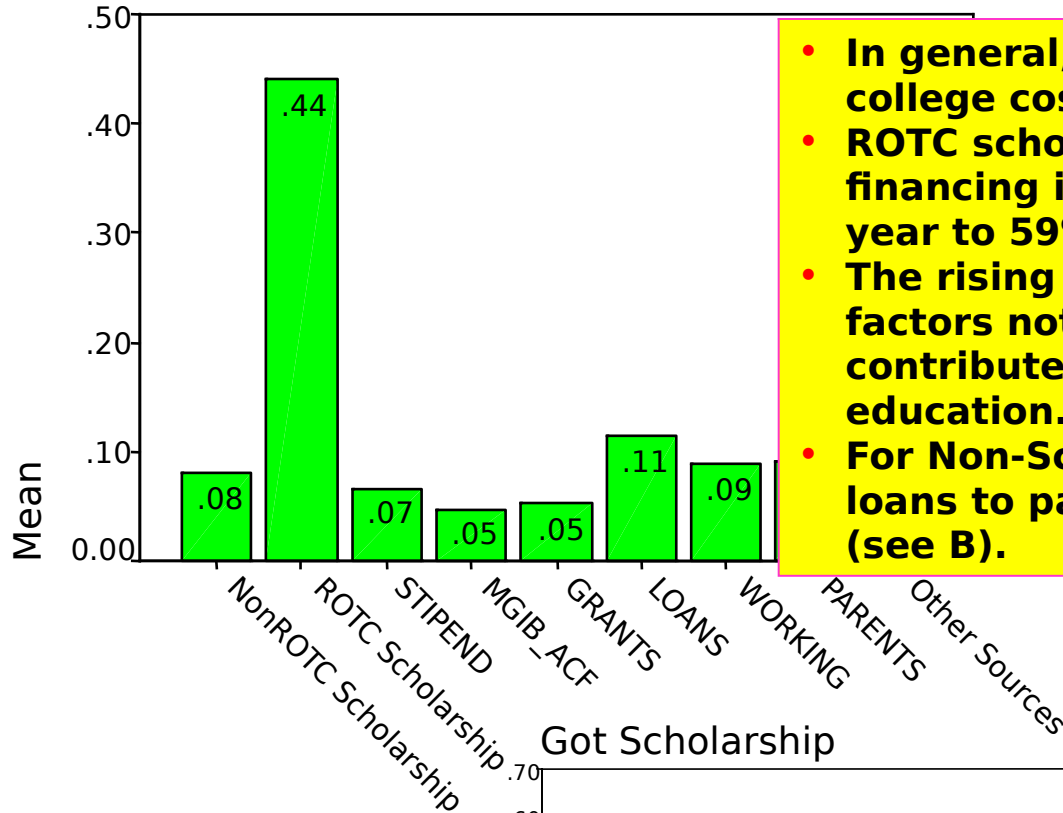
### For Those Getting a Scholarship



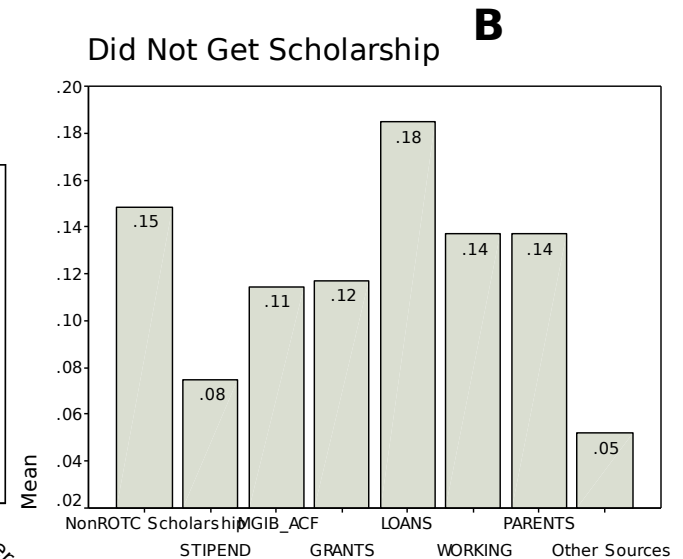
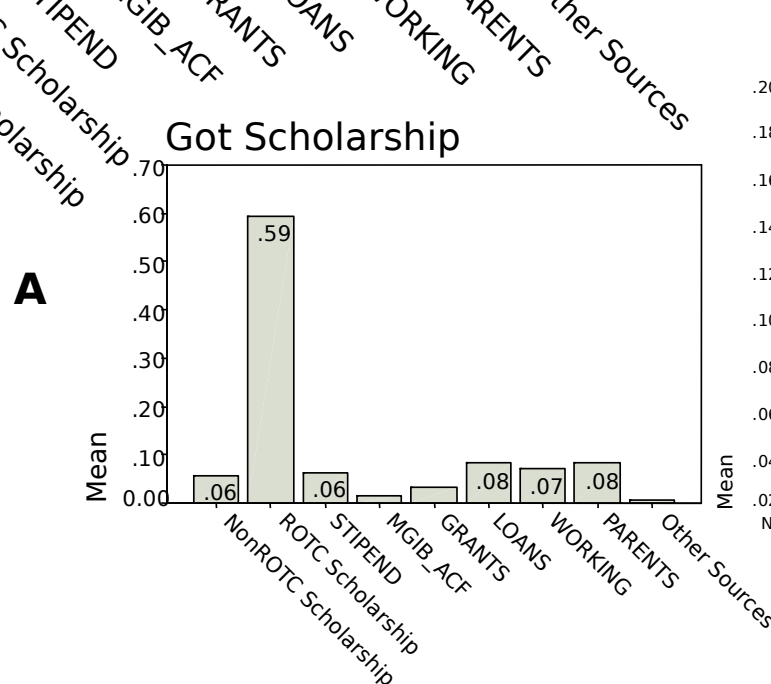
### For Those Not Getting a Scholarship



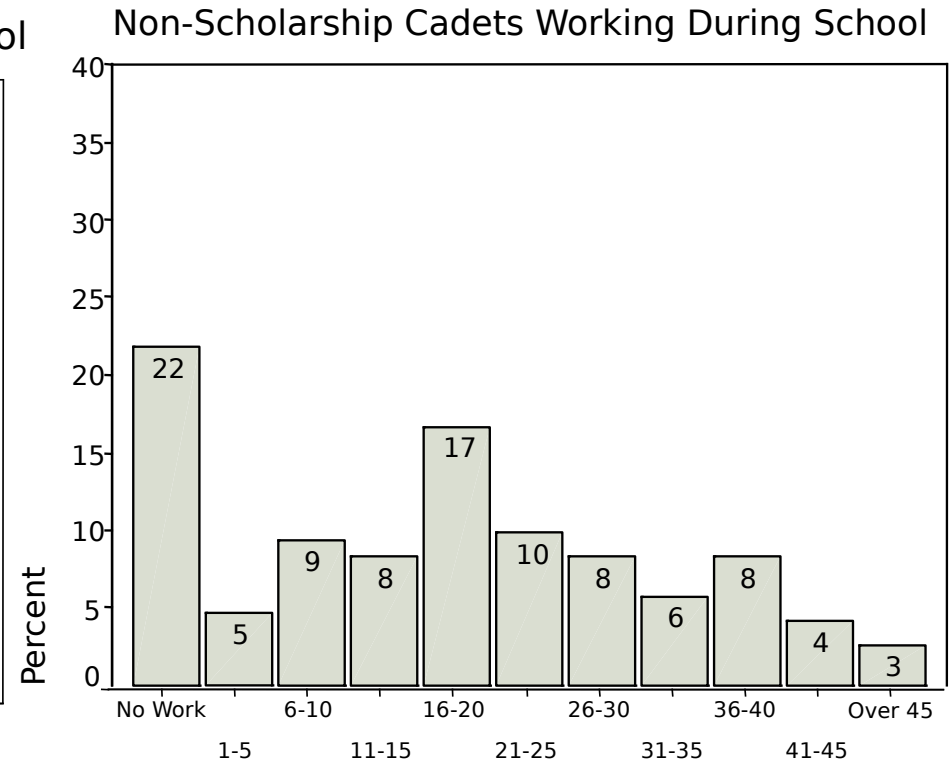
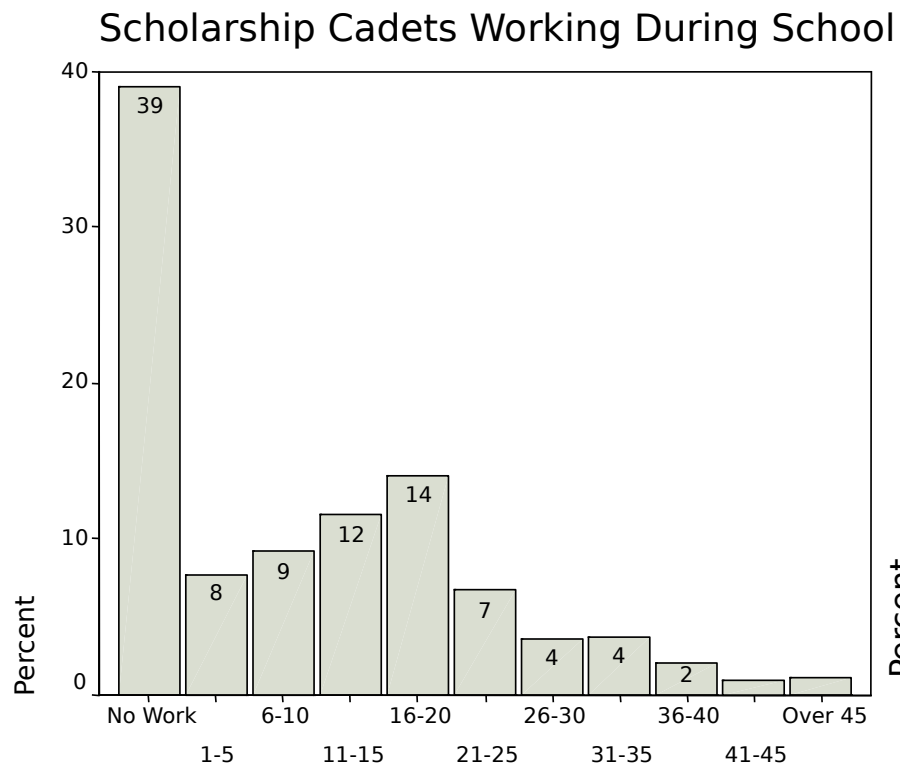
# Sources of Finance For All MS4s



- In general, AROTC pays for 44% of college costs for MS4s.
- ROTC scholarships portion of college financing is down from 65% from last year to 59% (see A).
- The rising costs of living and other factors not covered by scholarships contribute greatly to the costs of education.
- For Non-Scholarship cadets, reliance on loans to pay for school was very high (see B).



# Scholarship Cadets Work Slightly Less During the School Year than Non-Scholarship Cadets

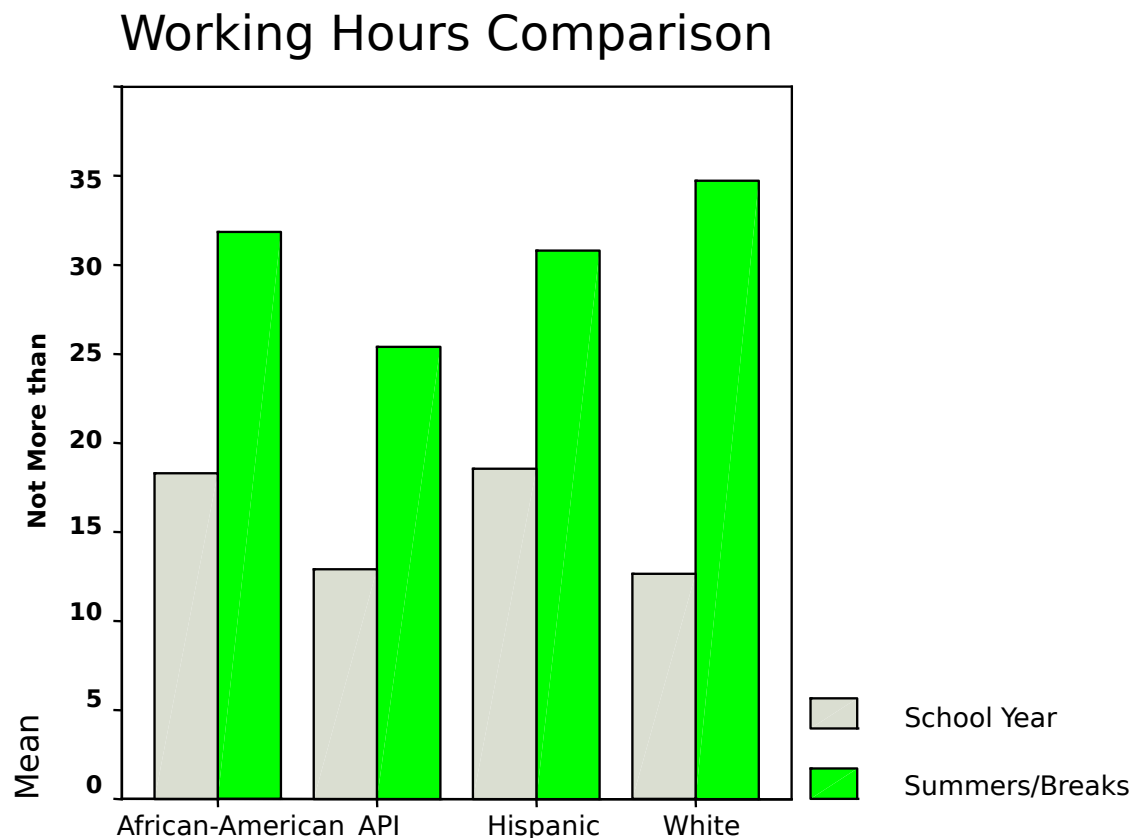


**\*Note: no difference existed in working during the summer or on breaks.**

**African-Americans and Hispanics work longer hours during the school year. Whites are more likely to work long hours in the summers. Both mirror last year's results.**

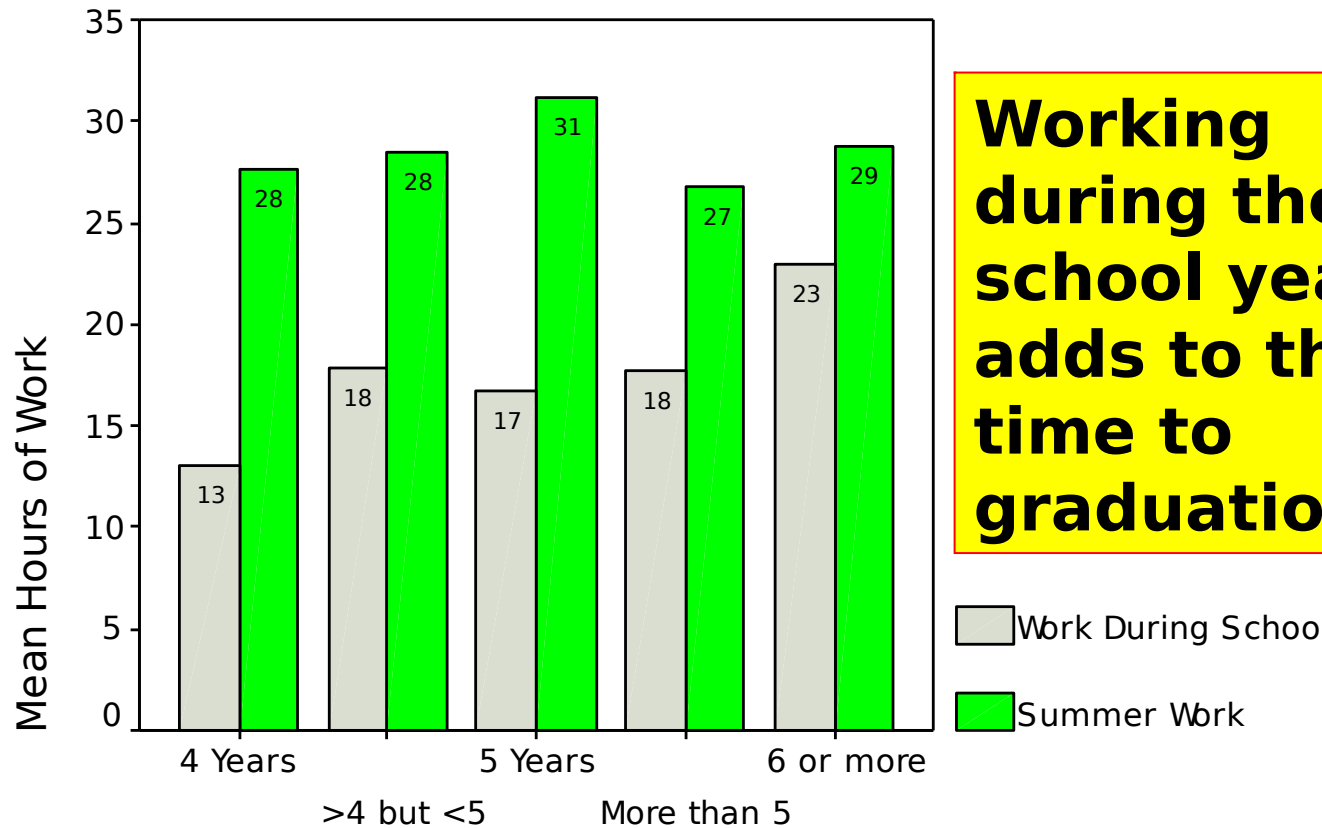
**Asian American and Pacific Islanders are least likely to work overall.**

**The number of hours per week is up marginally over previous years.**





## Work During School Relates to Longer Times to Graduation



**Working during the school year adds to the time to graduation.**

## **Summary of MS4 Finances and Scholarships:**

### **✓ Cadet Finances:**

- Cadets pay for over half the costs of going to school from other than scholarships and stipends.**
- White cadets work less often during the school year.**
- Working is correlated to extending the time to complete a degree.**
- Scholarship Cadets finance less by loans, but do work a significant amount to help pay for the costs of school/living.**

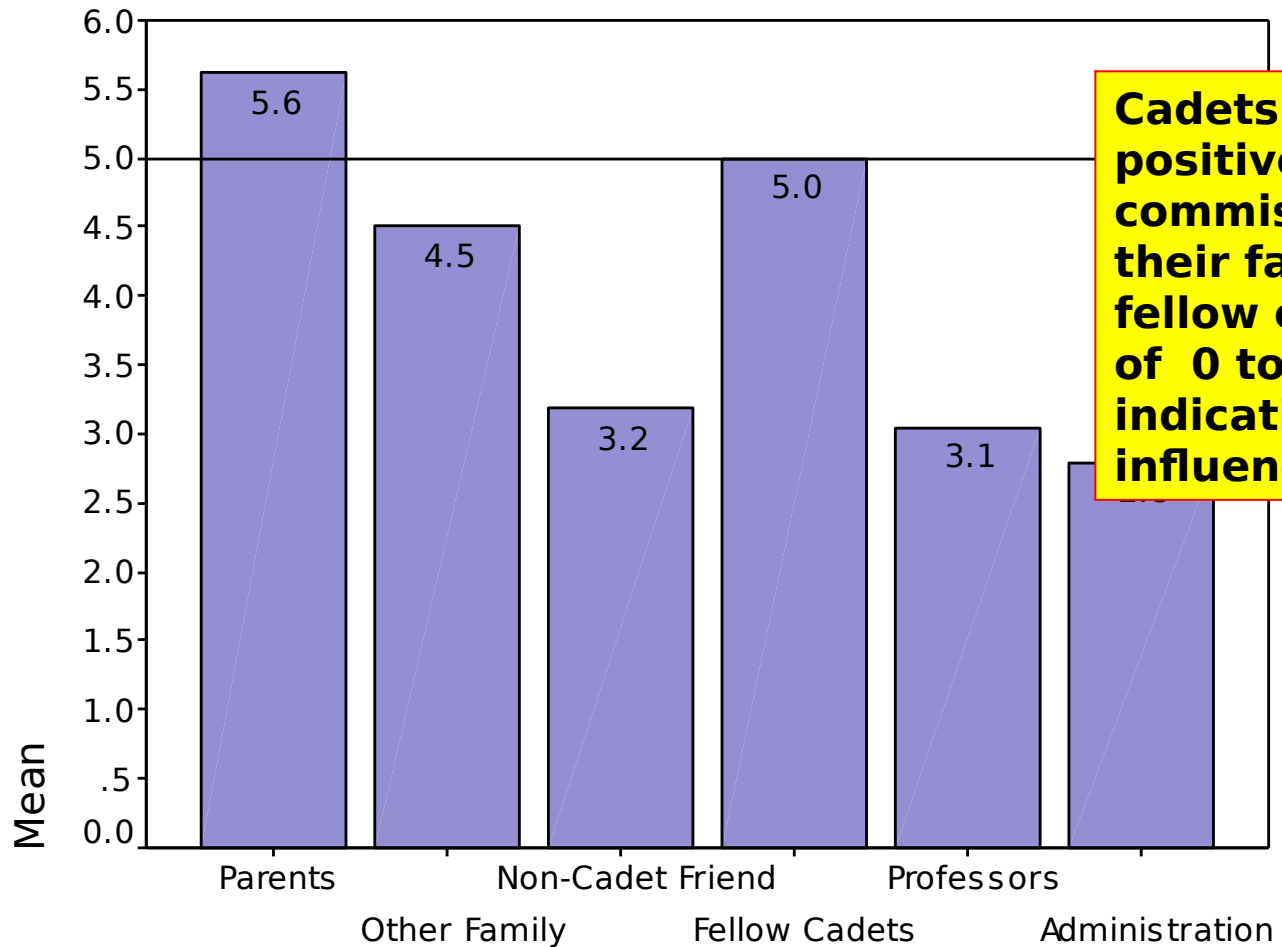
### **✓ Scholarships:**

- Scholarship cadets indicate that the scholarship is very important to staying in school, but less important than last year.**
- White cadets who apply are more likely to get a scholarship, while African-American and Hispanic**

# **Retention to Commission and Recruiting**

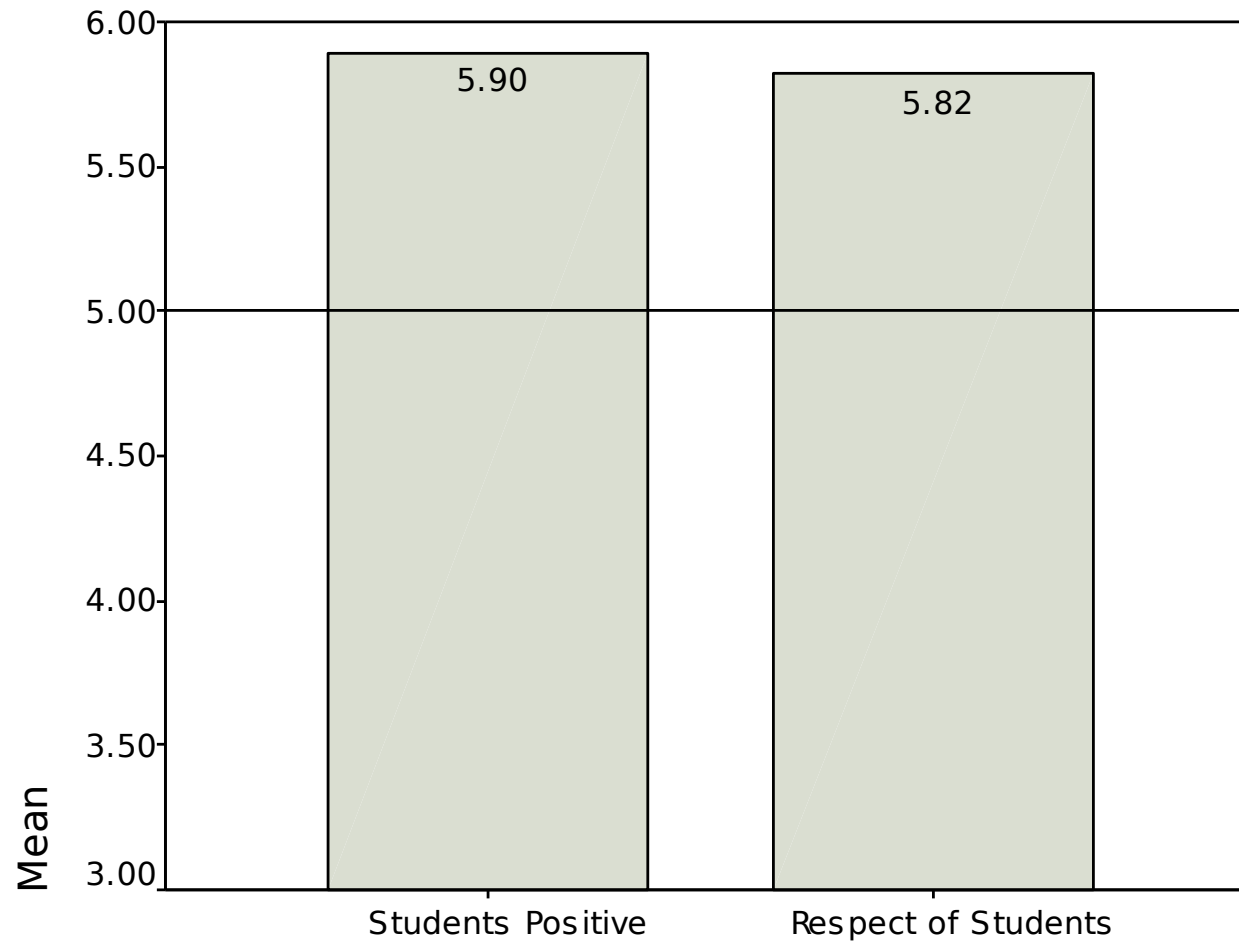
- **Who influenced the decision to commission**
- **Primary reason to commission through Army ROTC**
- **ROTC activities and impact on commissioning**
- **Cadet recruiting**
- **Mentor relationships**

## Parents Remain the Most Influential



**Cadets felt little positive influence to commission outside their family and fellow cadets. Scale of 0 to 10 with 10 indicating high influence.**

## Overall Cadets Getting Better Feedback



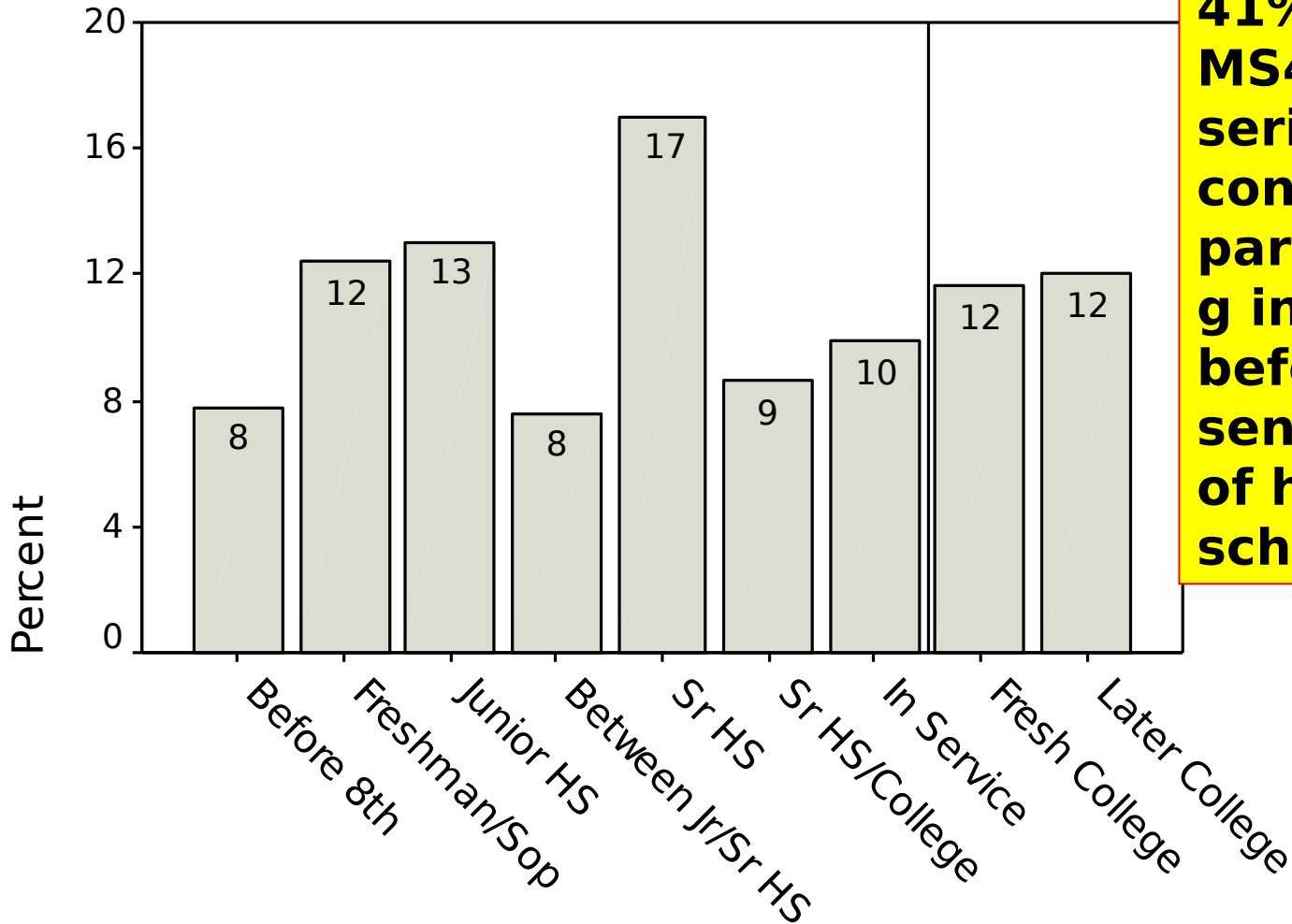
# Average Order of Rank

Occupation	Rating
<b>Military Officers</b>	<b>2.35</b>
<b>Doctors</b>	<b>2.93</b>
<b>Firemen</b>	<b>3.05</b>
<b>Teachers</b>	<b>3.43</b>
<b>Law Enforcement</b>	<b>3.96</b>
<b>Healthcare Professionals</b>	<b>3.96</b>
<b>Professors</b>	<b>4.14</b>
<b>Congressmen</b>	<b>5.85</b>
<b>Lawyers</b>	<b>6.15</b>

**MS4s  
Rank  
Military  
Officers  
above  
other  
profession  
s.**

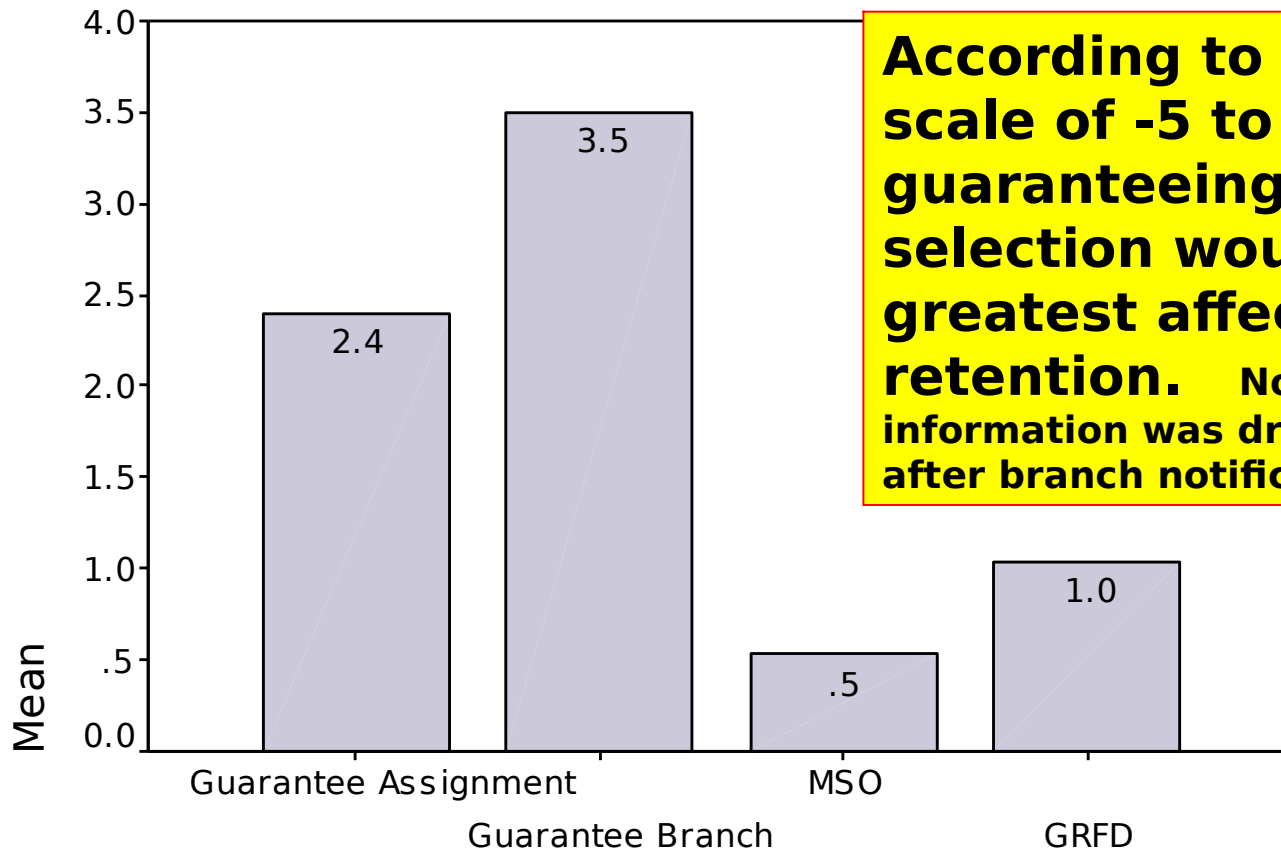
# When Decided to Participate

24% in College, 57% in HS



**41% of MS4s had seriously considered participating in AROTC before their senior year of high school.**

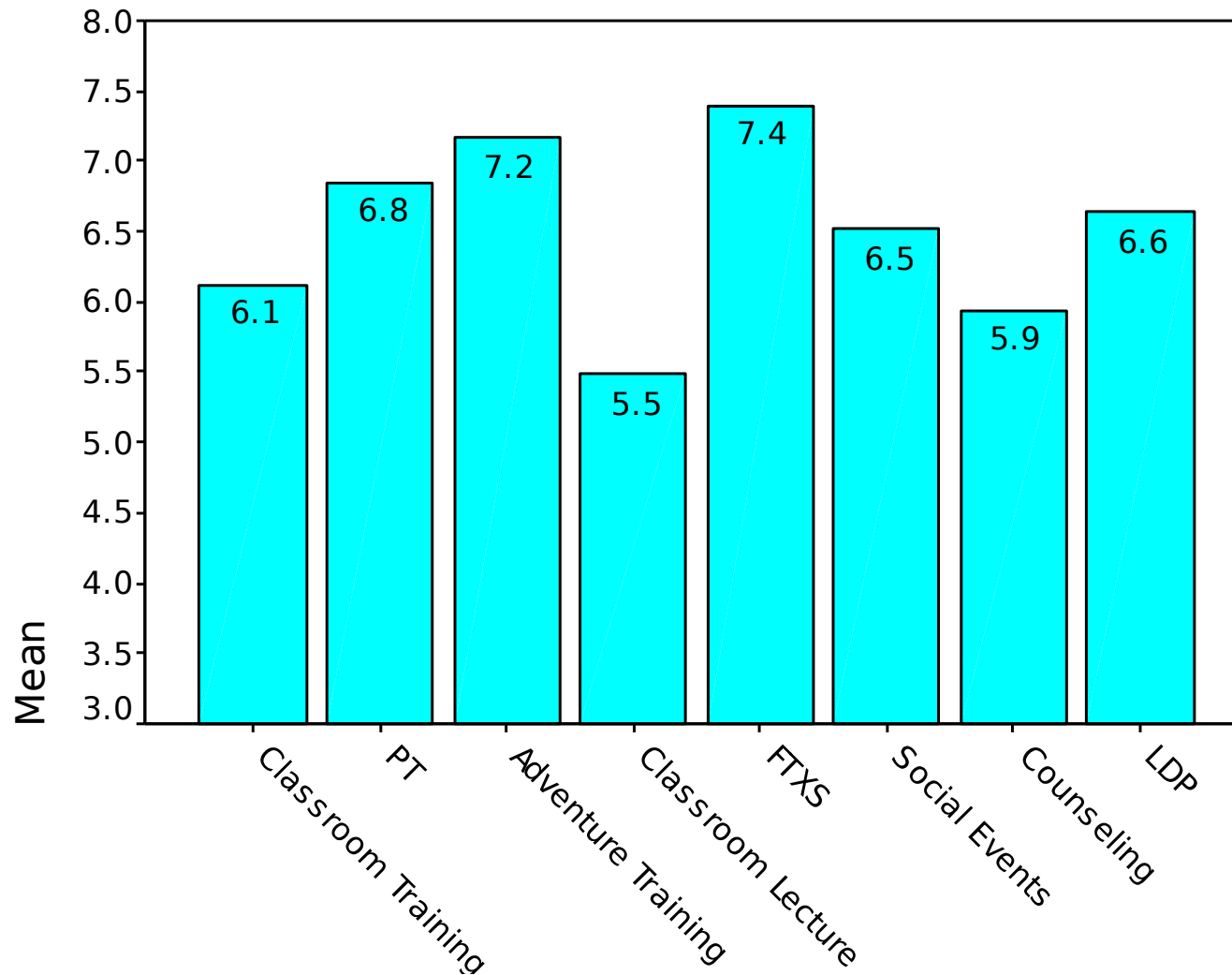
## Guaranteed Branching Leads Options to Promote Retention



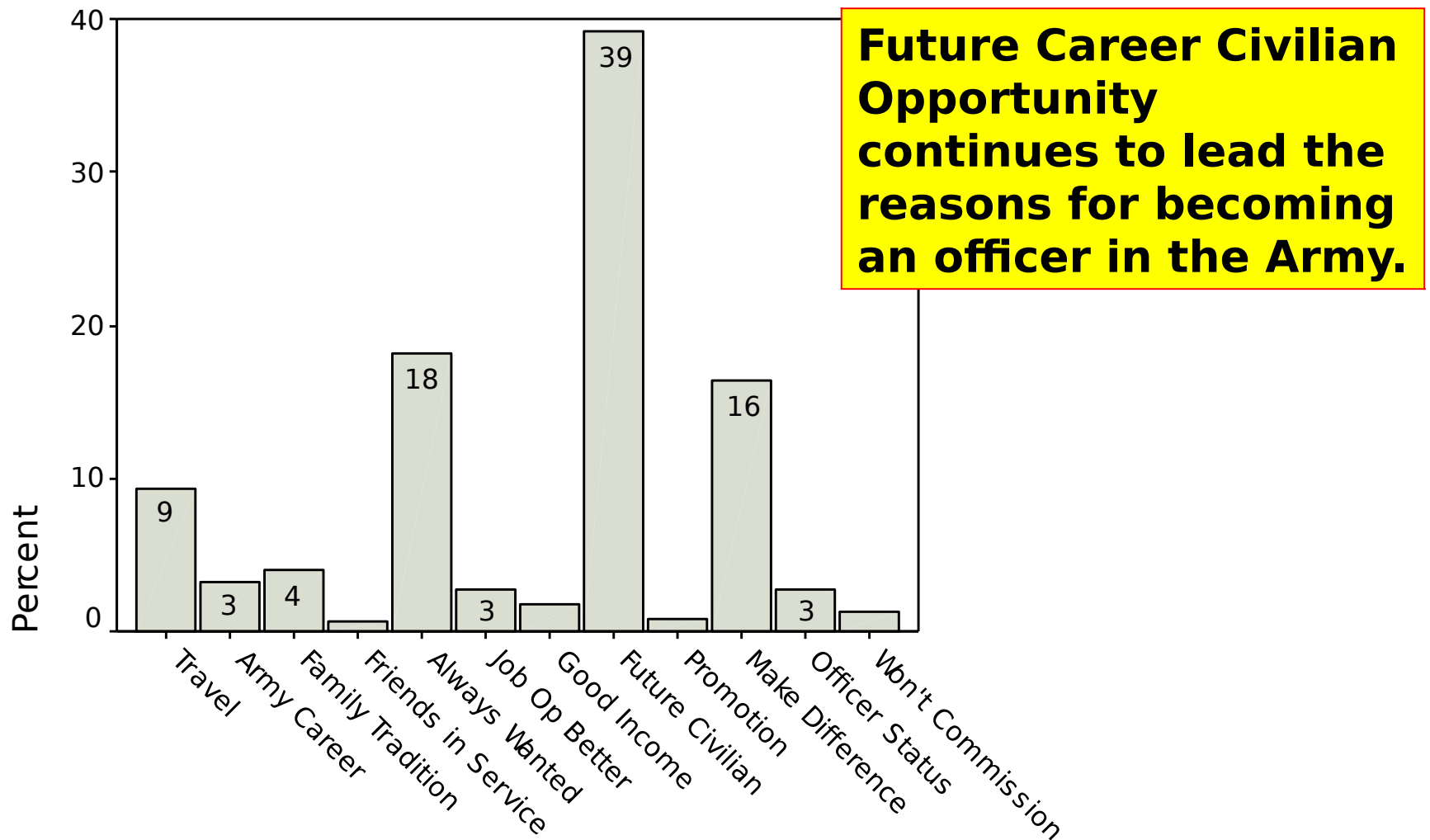
**According to MS4s (on a scale of -5 to +5) guaranteeing branch selection would have the greatest affect on retention. Note that the information was drawn immediately after branch notification.**



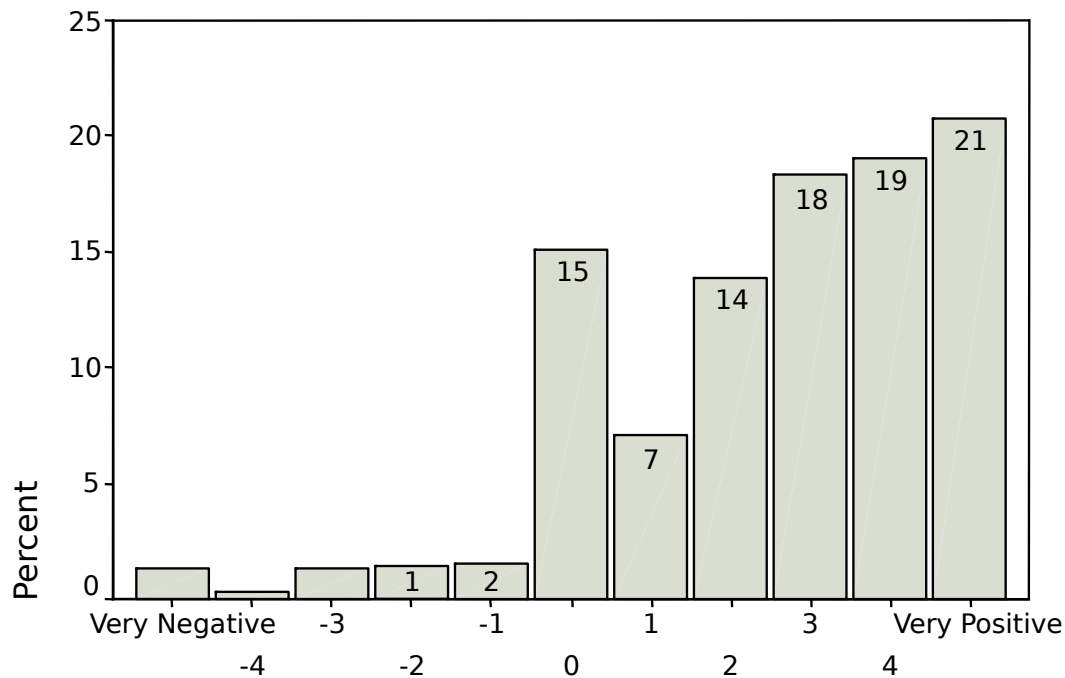
## Cadets Like the Outdoor Aspects of Progr



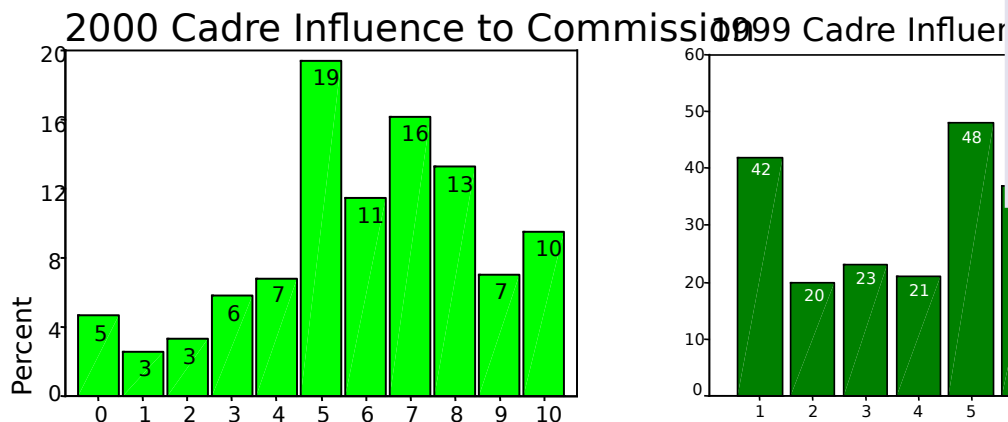
## Primary Reason to Commission



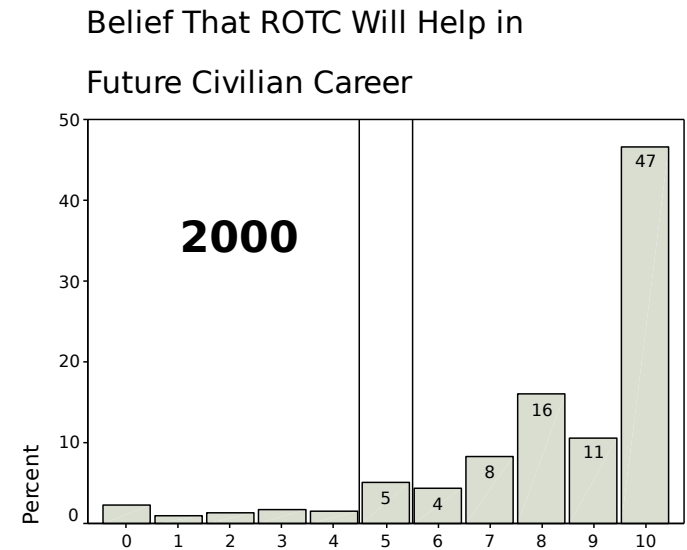
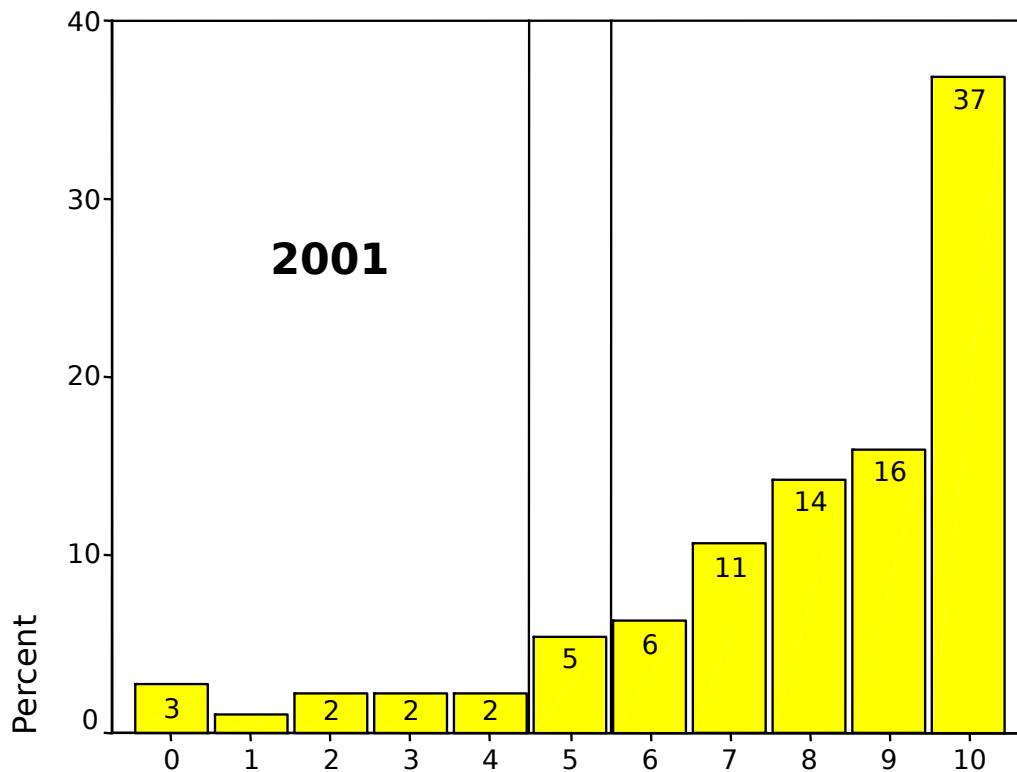
## Cadre Overwhelmingly Were a Positive Influence in the Decision to Commission



**Dramatic shift in cadre influence shows an obvious climate difference in Cadet Command reinforcing retention.**

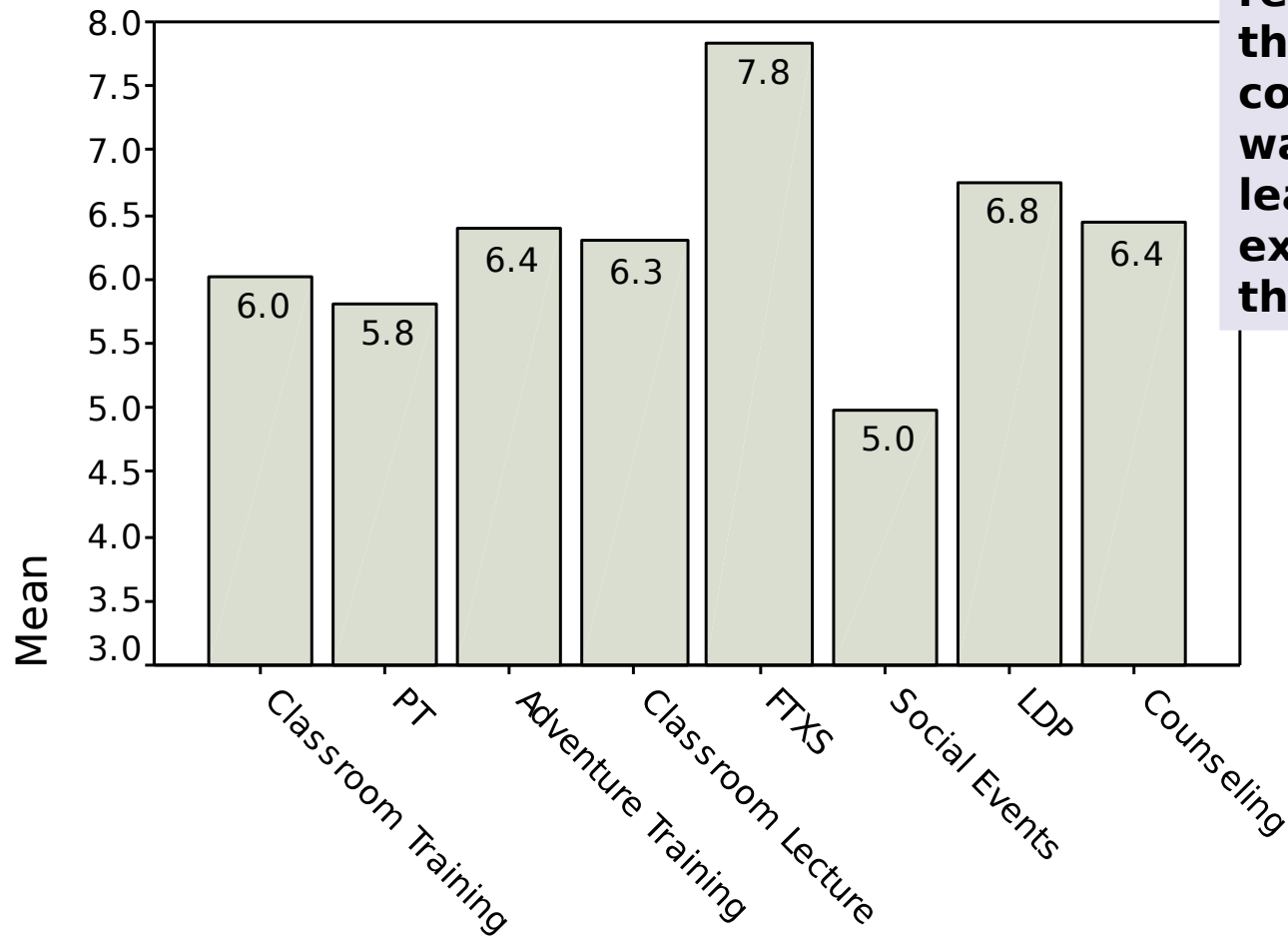


**The message that ROTC will help in a future career is best sales point in retaining cadets to commission. Cadet conviction of the truth in this statement are falling off somewhat.**



# FTXs Are Best Source of Learning

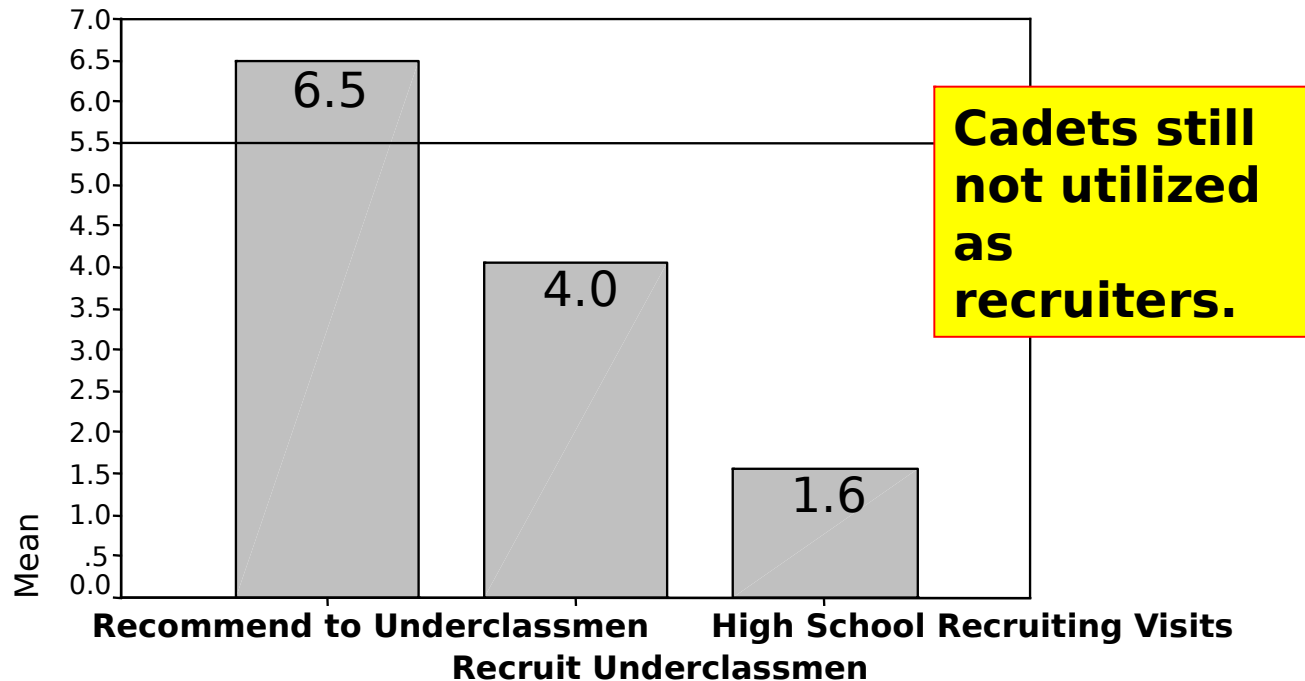
Counseling gets better grades from MS4s



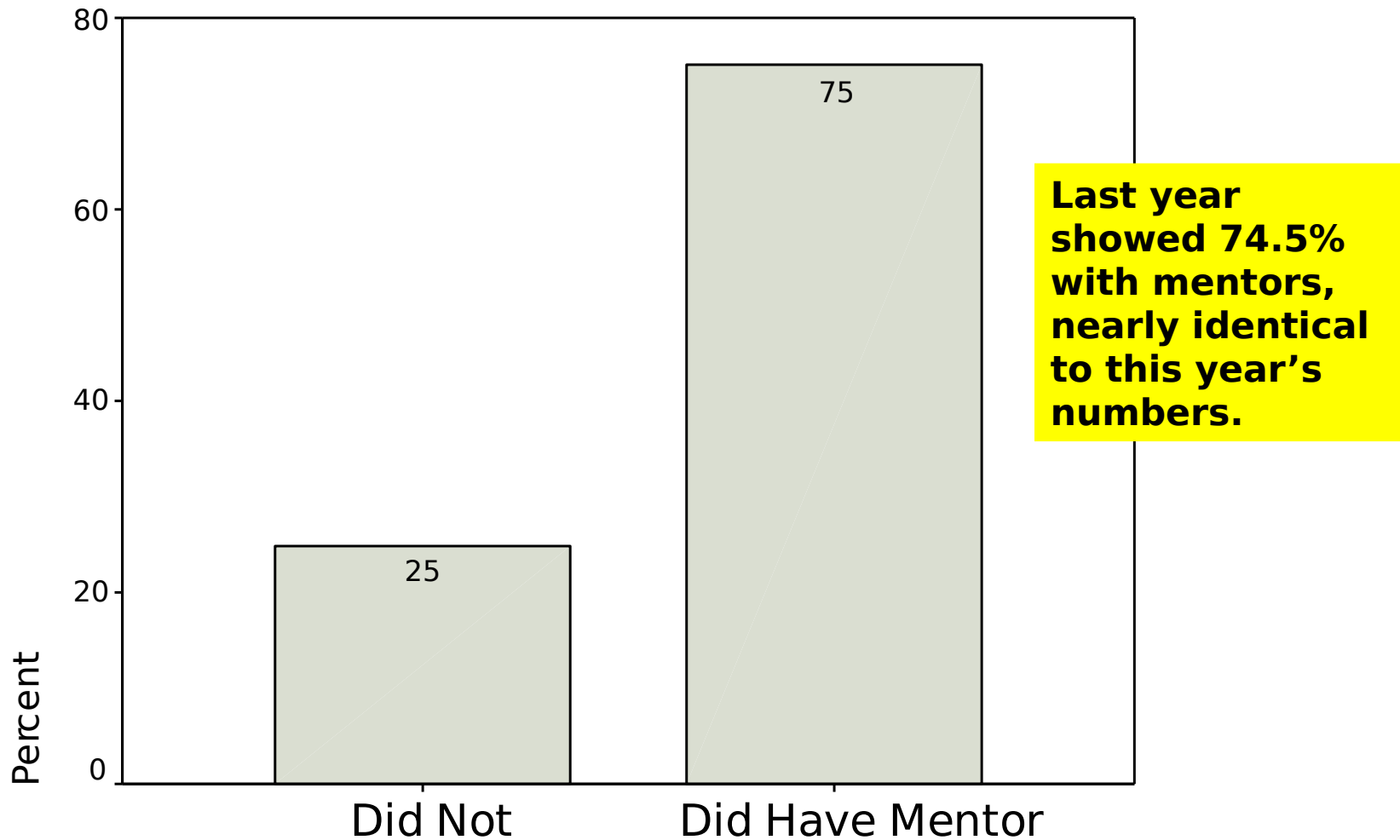
**MS4s were much more ready to say that counseling was a learning experience than MS1-3s.**

# Cadet Recruitment Is Not Universal or Free

**Although Cadets Recommend AROTC  
They Do Not Actively Recruit**



## Most Cadets Had Mentors



## **Summary of Retention to Commission, and Recruiting:**

- ✓ Cadets are very positive about the program.**
- ✓ Cadets respond much more to cadre influence than just two years ago in their decision to remain to commission.**
- ✓ Cadets respond favorably to outdoor, physical activities, and feel that they learn more in these environments.**
- ✓ Cadets are not called upon to recruit, even at the MS4 level..**
  - The number of cadets pointing to any frequency of High School visits is down from previous years.**
  - While cadets say they recommend the program, they less frequently say that they recruit.**
  - Students have a positive response to cadets, and this can be exploited by cadre to increase participation.**



# **Branching Decisions:**

- **Why did cadets make their branch choices**
- **Differences by Ethnicity**
- **Transference of skills to civilian marketplace**

# Coorelations Between Reasons for Branch Selection and Choosing Combat Arms First

		Combat Arms First Choice
CA Helpful in a Civilian Career After the Military	Pearson Correlation	<b>.278</b> .302
	Sig. (2-tailed)	<b>.000</b>
	N	<b>1065</b>
Assignment Home	Pearson Correlation	<b>-.080</b> <b>-.162</b>
	Sig. (2-tailed)	<b>.009</b>
	N	<b>1065</b>
College Major or Degree	Pearson Correlation	<b>-.328</b> <b>-.372</b>
	Sig. (2-tailed)	<b>.000</b>
	N	<b>1065</b>
Civilian Skill Transferability	Pearson Correlation	<b>-.381</b> <b>-.466</b>
	Sig. (2-tailed)	<b>.000</b>
	N	<b>1065</b>
Opportunity for Promotion	Pearson Correlation	<b>-.050</b> <b>-.171</b>
	Sig. (2-tailed)	<b>.106</b>
	N	<b>1065</b>
Travel Opportunity	Pearson Correlation	<b>-.008</b> <b>-.075</b>
	Sig. (2-tailed)	<b>.787</b>
	N	<b>1065</b>
Family Tradition	Pearson Correlation	<b>.067</b> <b>-.006</b>
	Sig. (2-tailed)	<b>.028</b>
	N	<b>1065</b>

2000 correlations next to current results for comparison.

**Two issues promote choosing CS/CSS:**

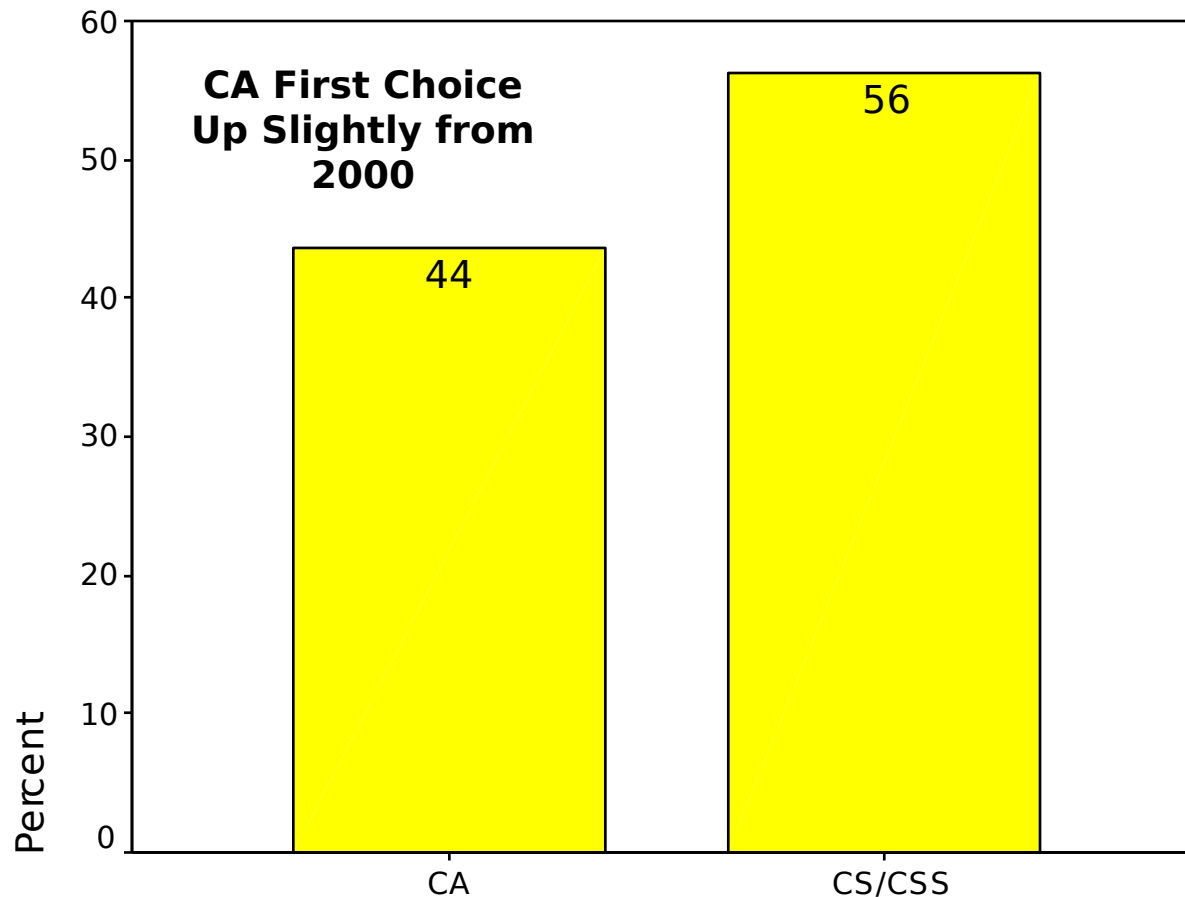
- ✓ **The perception that the college major would not apply to a Combat Arms Branch, and**
- ✓ **The perception that CA would not transfer to civilian skills.**

**While minority cadets choose CA less frequently, the reasons are the same.**

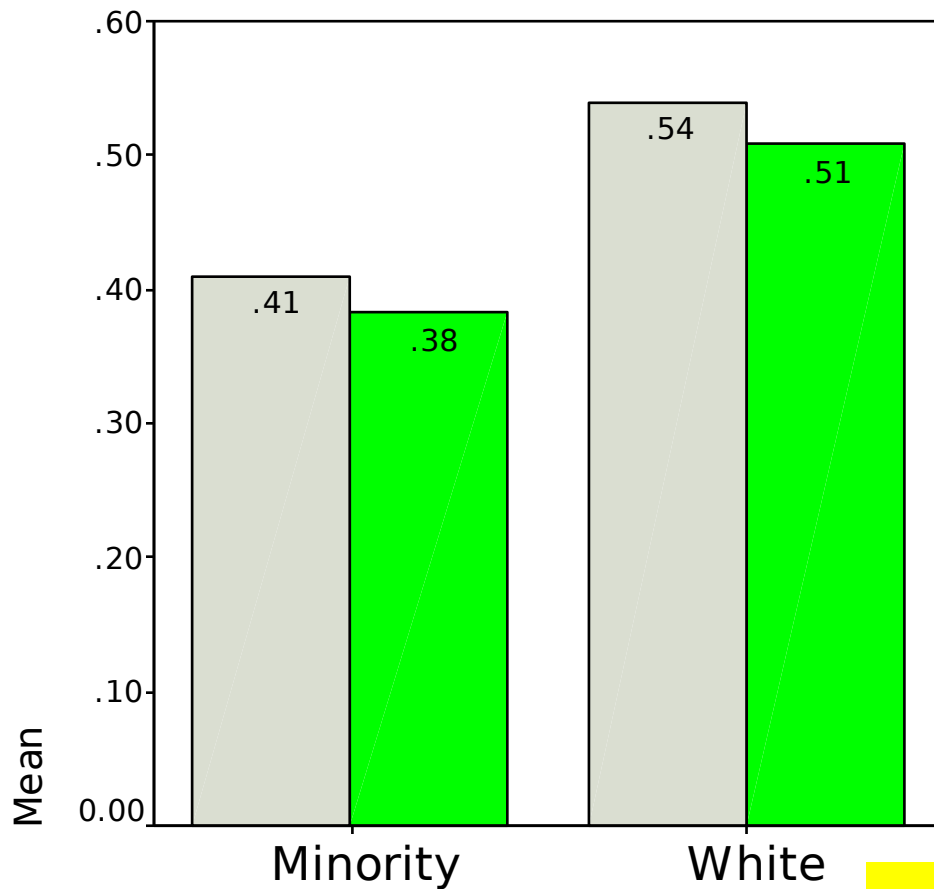
**There is a growing perception among all cadets that combat arms will not be helpful in a future non-military career.**

# Majority of Cadets Did Not Select Combat Arms as First

First Choice of Combat Arms Branch



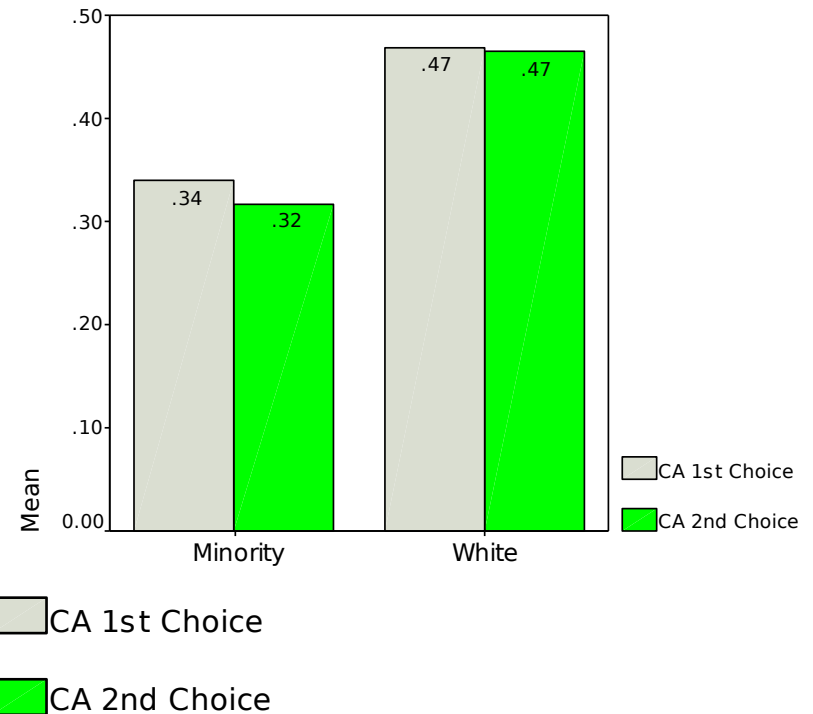
## White Males More Often Chose CA



**White cadets more likely to choose Combat Arms.**

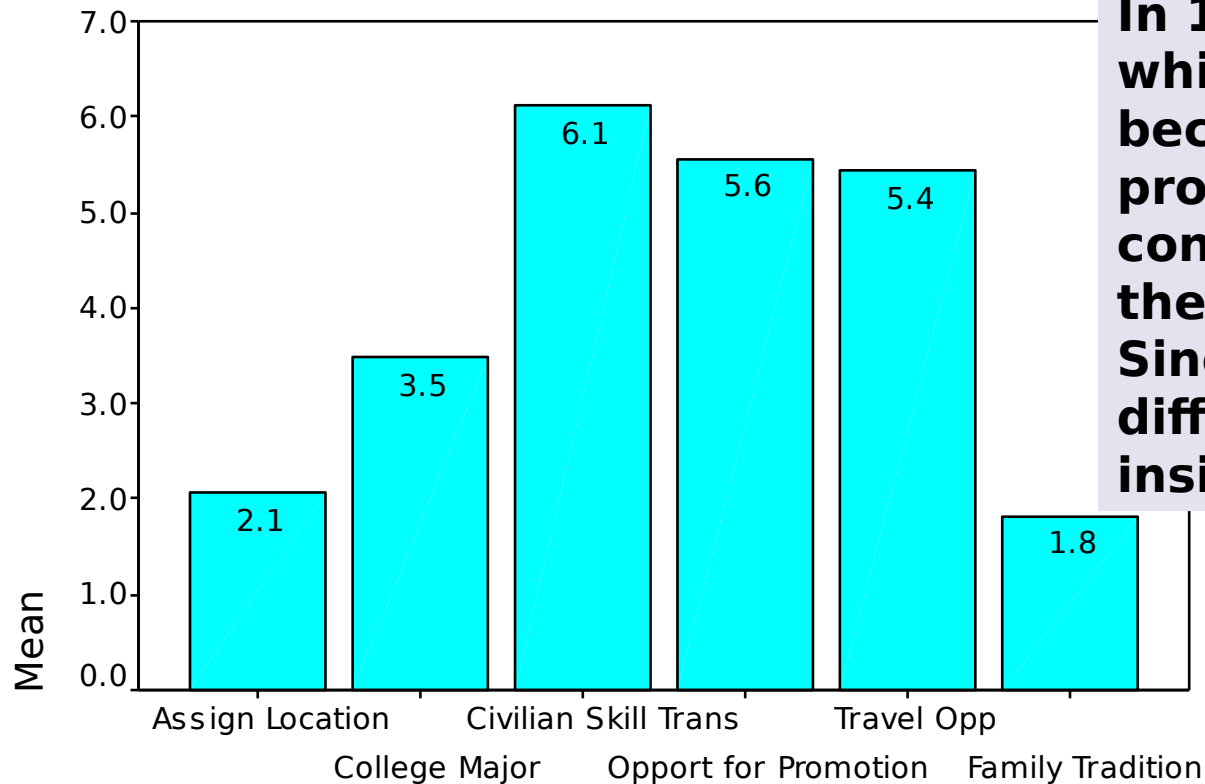
## All Cadets

Whites More Likely to Choose CA



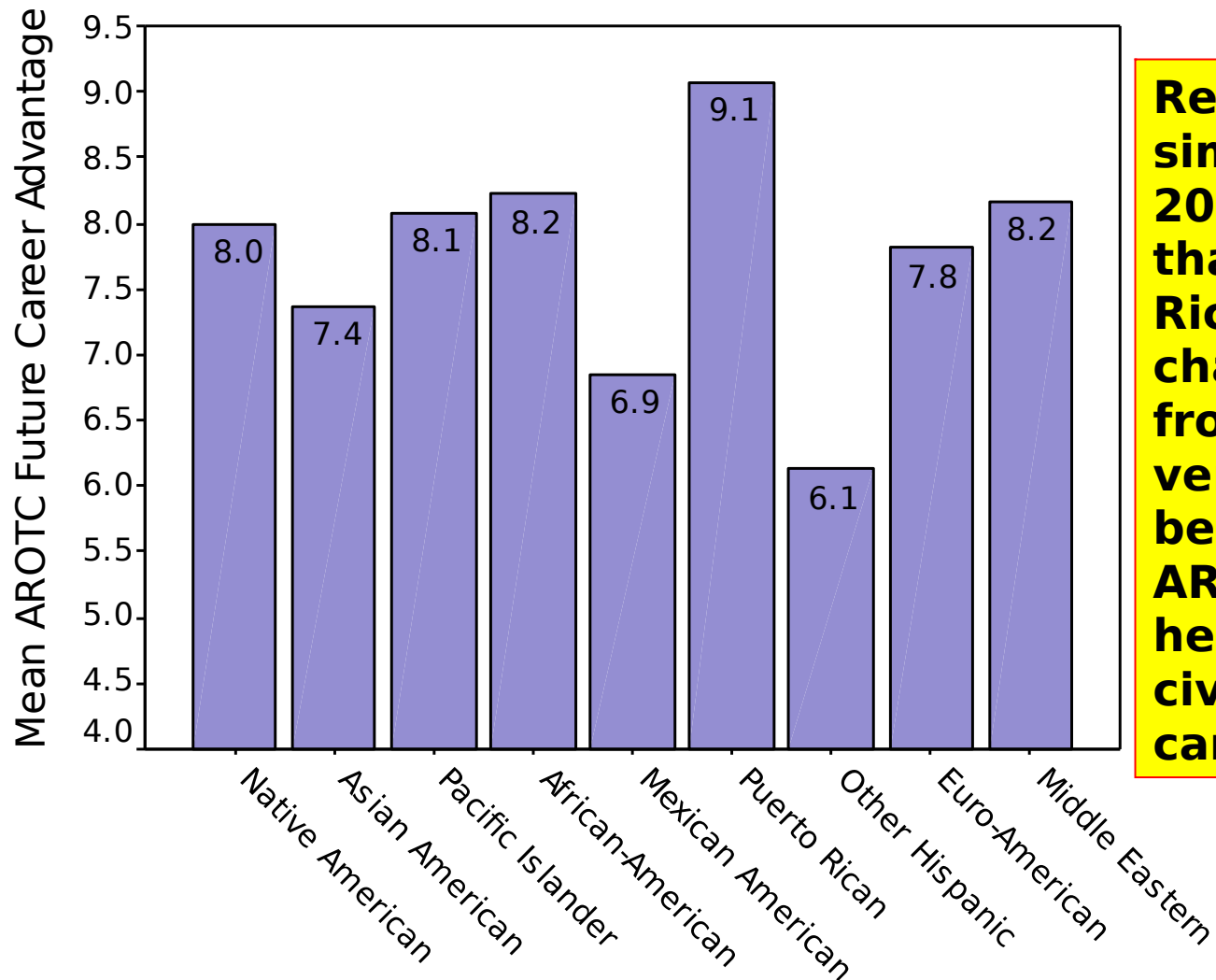
**Minority Cadets should be encouraged to branch Combat Arms. Need to develop influence sources and branch video to encourage CA choices.**

## Civilian Skill Transfer Leads All Reasons for Selection of Branch



**Transfer of skills to civilian market was significantly more an issue for minorities in 1997. In 1998 and 1999, white cadets became progressively more concerned about their next career. Since 2000, the difference is insignificant.**

## Perceptions of the Utility of AROTC in Future Care



**Results similar to 2000, except that Puerto Ricans changed from low to very high belief that AROTC would help in future civilian career.**

## **Summary of Branching Decisions:**

### **✓ Reasons for Branch Decision:**

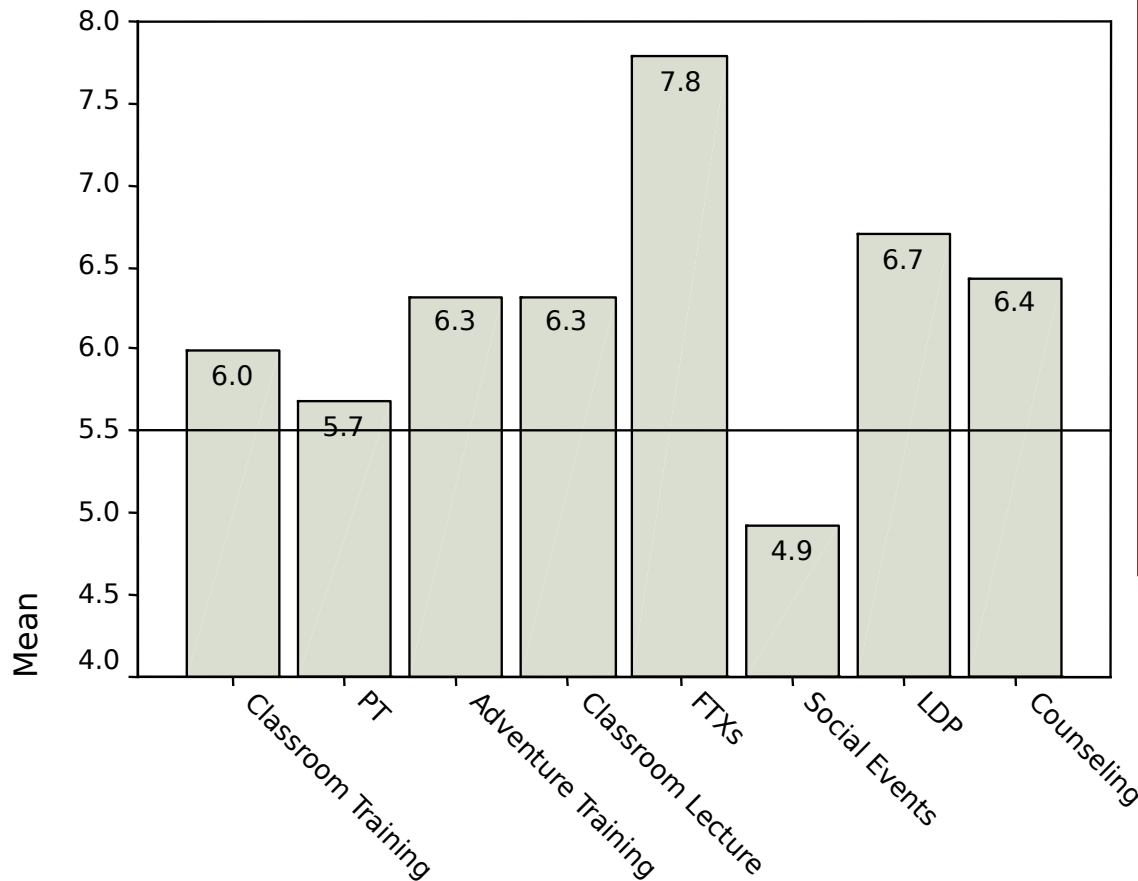
- Increasingly, cadets choose their branch based on the transferability of skills to the civilian workforce.**
  - The perception of cadets, and to a lesser degree even those branching combat arms, is that the combat arms does not provided skills useful in the civilian sector.**
  - The more emphasis the cadet places on future utility, the less likely he will select combat arms.**
- ✓ White cadets more frequently select combat arms.**
- ✓ Minority cadets were unconvinced of CA <sup>47</sup>**

# **General Attitudes Toward Program Content**

- **Where cadets learned the most**
- **What the cadets felt about program elements**
- **Preparation for Advanced Camp**
- **What cadets believed required improvement:**
  - **Classroom Space**
  - **Training Aids/Equipment**
  - **Library**
  - **Cadre**
  - **Computers**



## Where Cadets Learn the Most

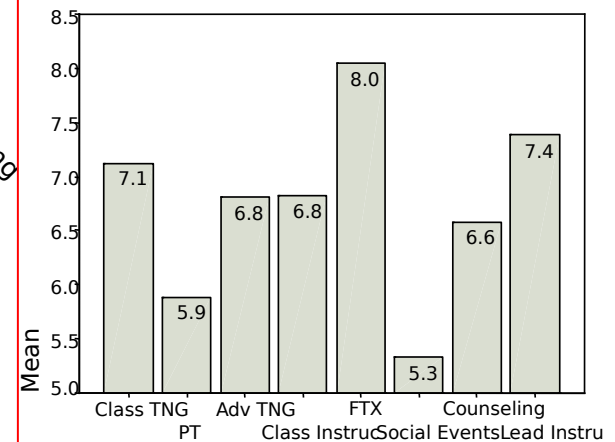


**Classroom learning needs improvement. Social Events, if their purpose is as a learning exercise, should be improved or discontinued.**

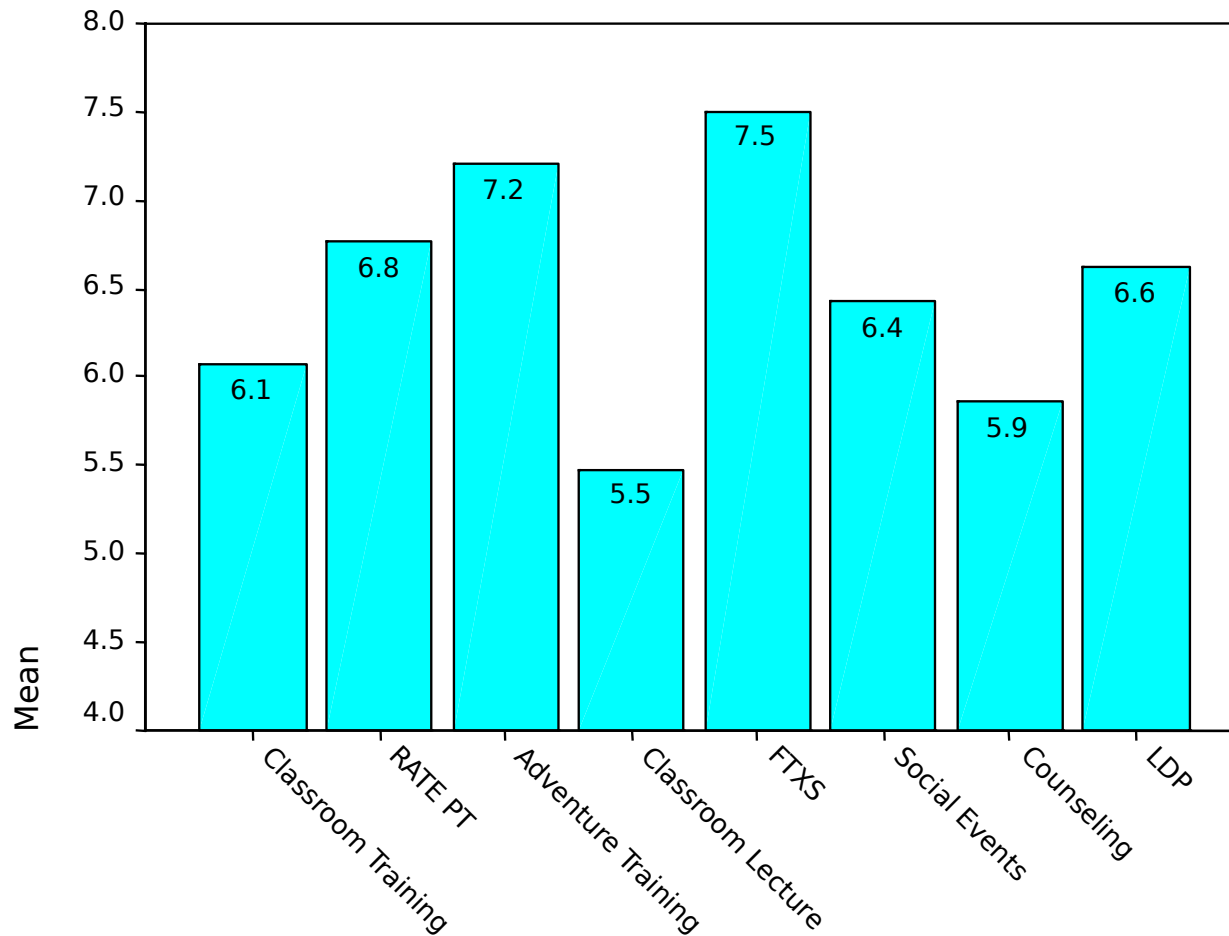
**FTXs continue to outpace all other learning environments. This is a consistent finding and reflects an overwhelming desire to make learning in ROTC as least like other courses as possible.**

**Classroom Training has fallen off, however, and classroom lecture has improved its position in preferred learning.**

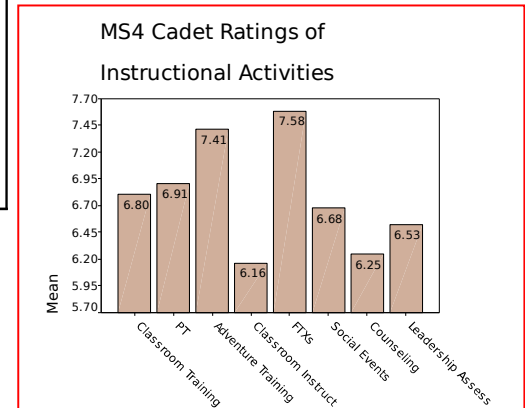
2000 Results-Where Cadets Learned the Most



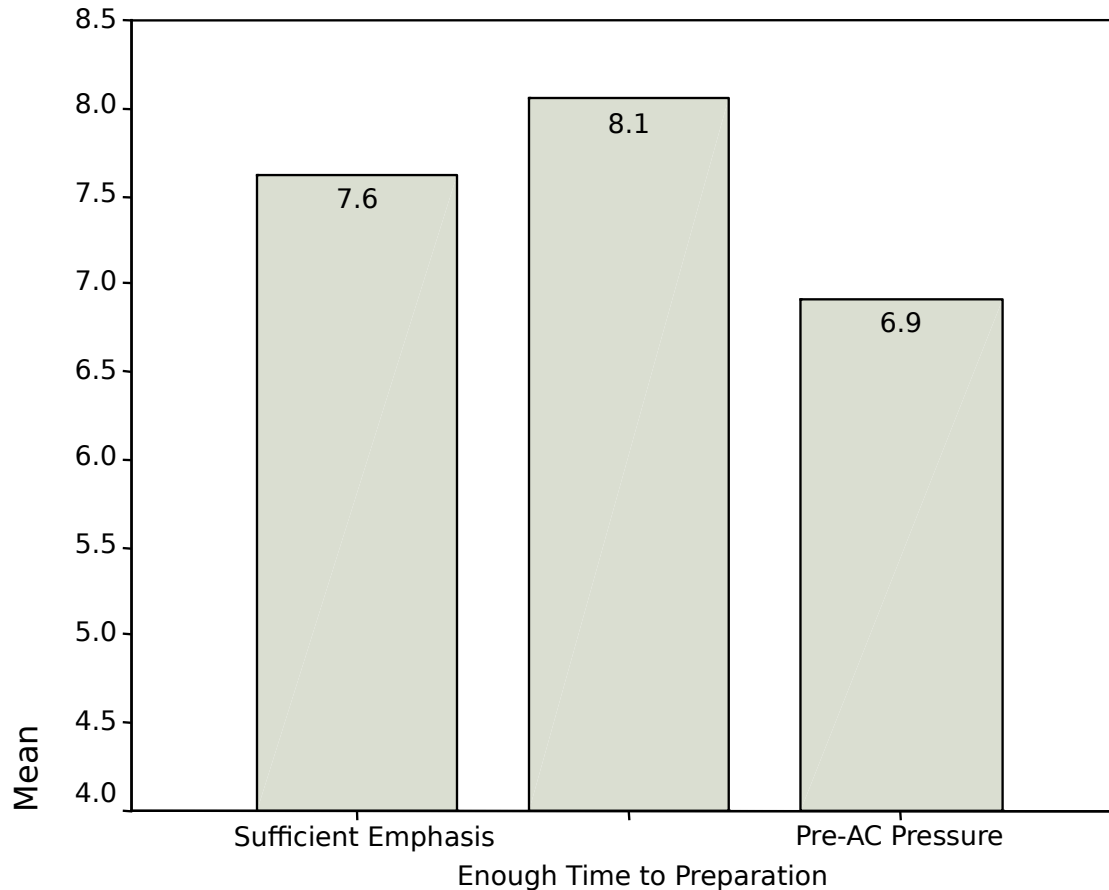
## What the MS4 Cadets Liked



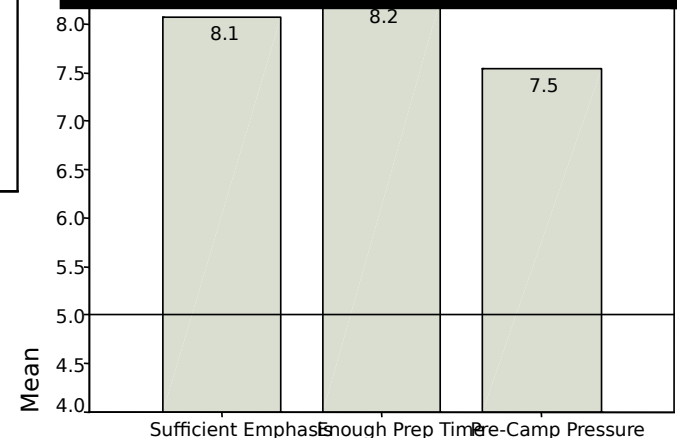
**FTXs, outdoor activities, and PT are rated high. Classroom lecture and counseling are at the low end of MS4 ratings. Results are nearly identical to 2000 survey results (see insert).**



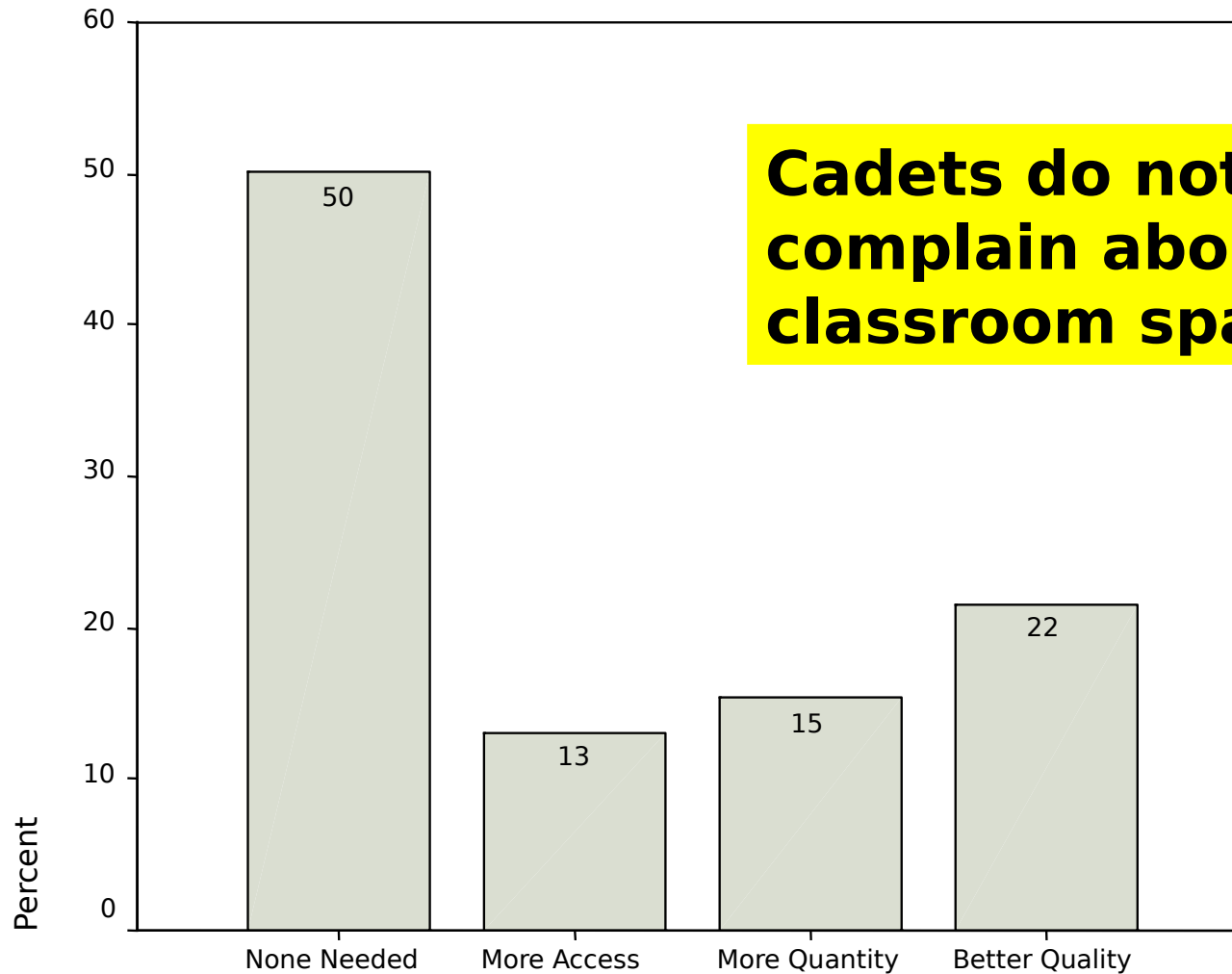
## 2001 - Advanced Camp Preparation



**Cadets believe that there is more than enough emphasis on preparation for Advanced Camp. Expected is a value of 5. Mean ratings of 7 and above indicate that the cadets believe that preparation for camp was overly sufficient.**

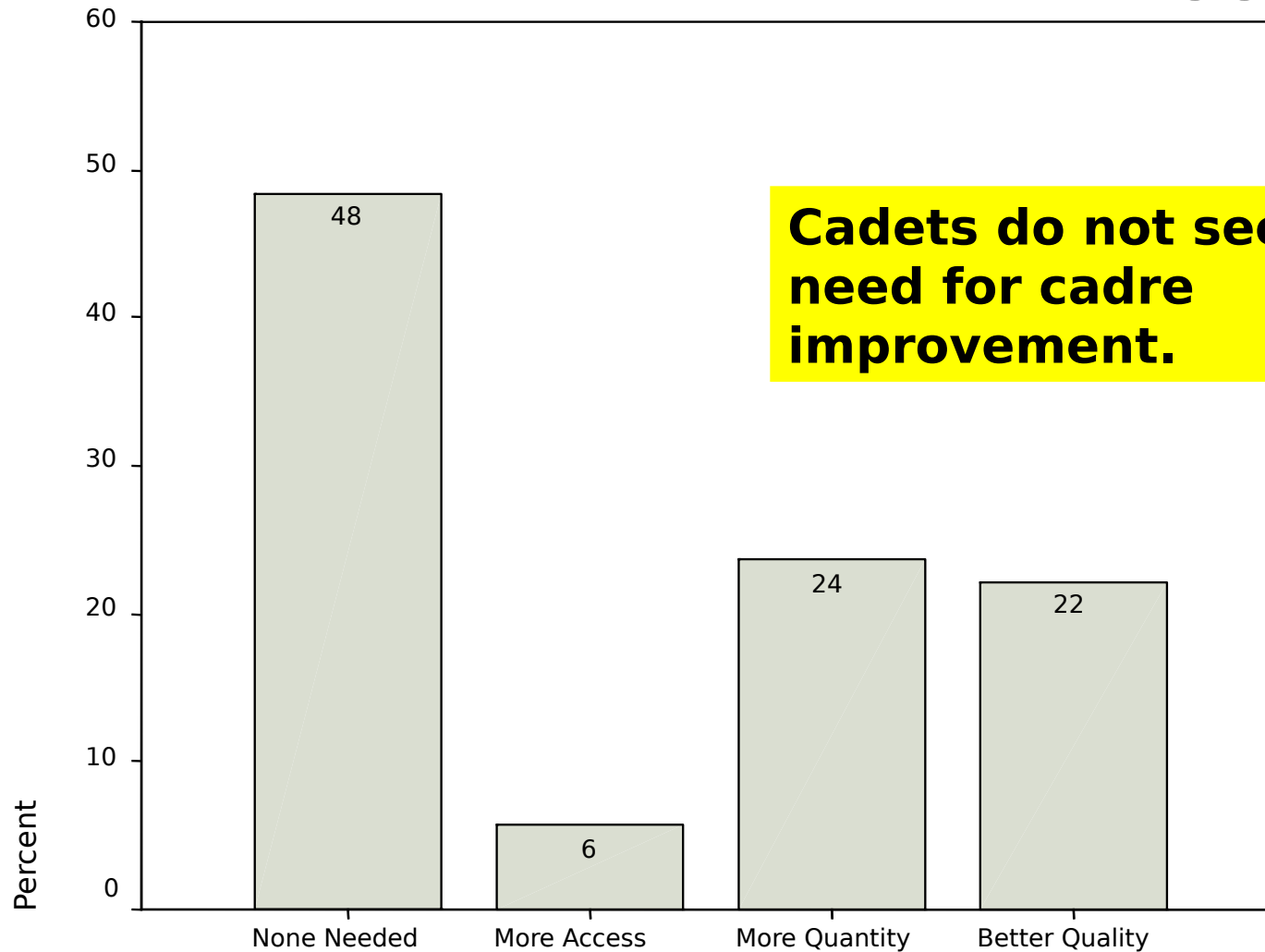


# Improvements of Classroom Space



**Cadets do not complain about classroom space.**

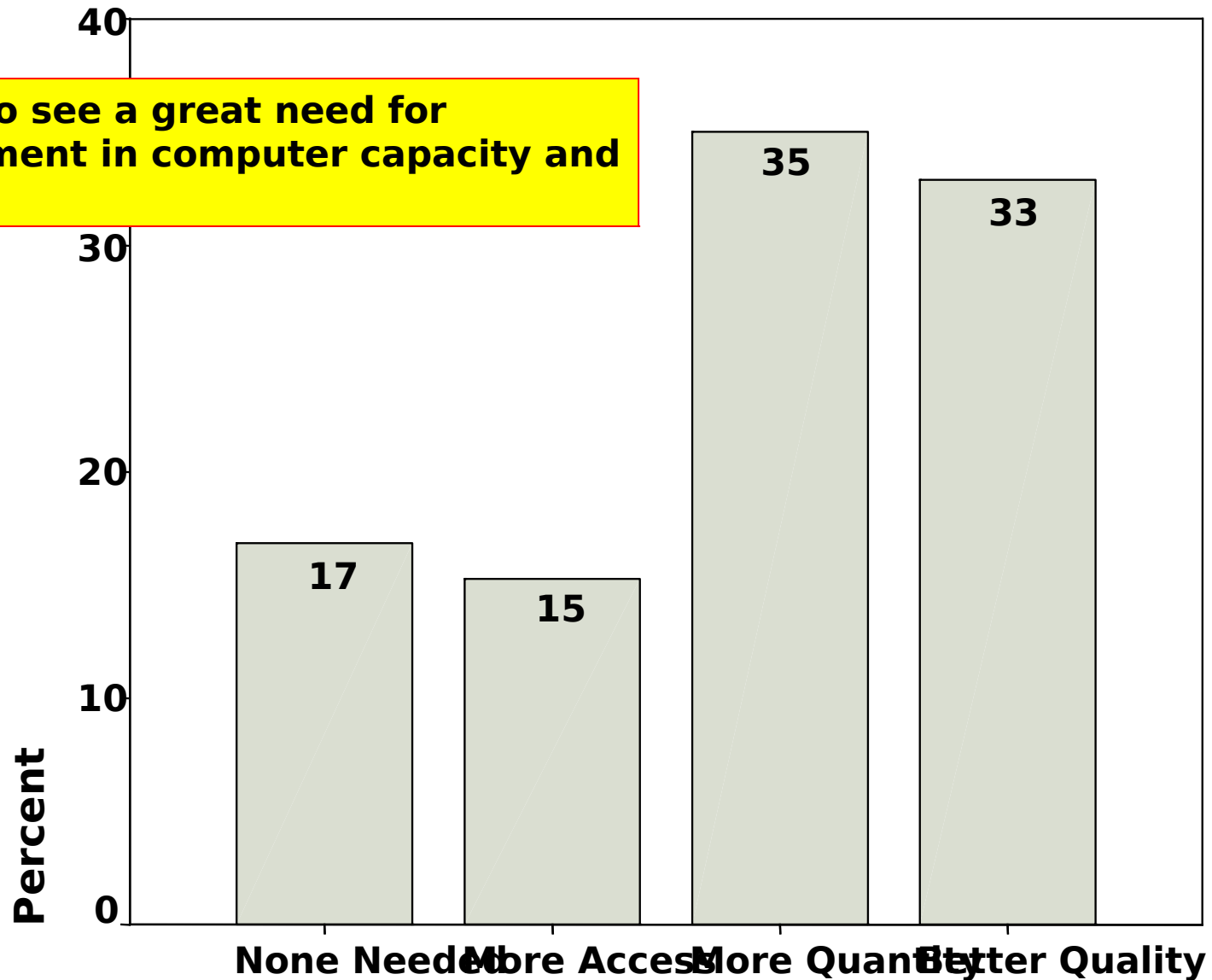
# Improvements of Cadre Suggested



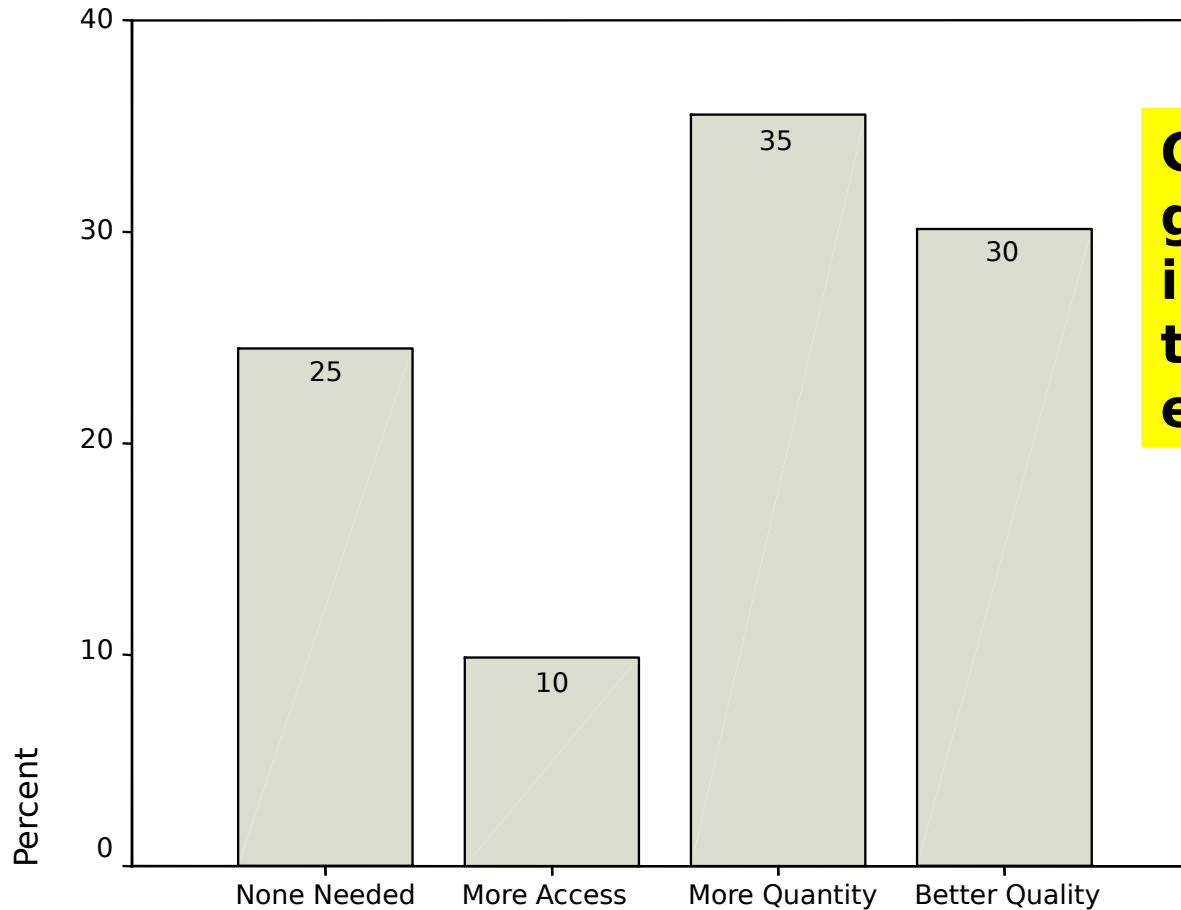
**Cadets do not see a great need for cadre improvement.**

# Improvements of Computers

Cadets do see a great need for improvement in computer capacity and quality.

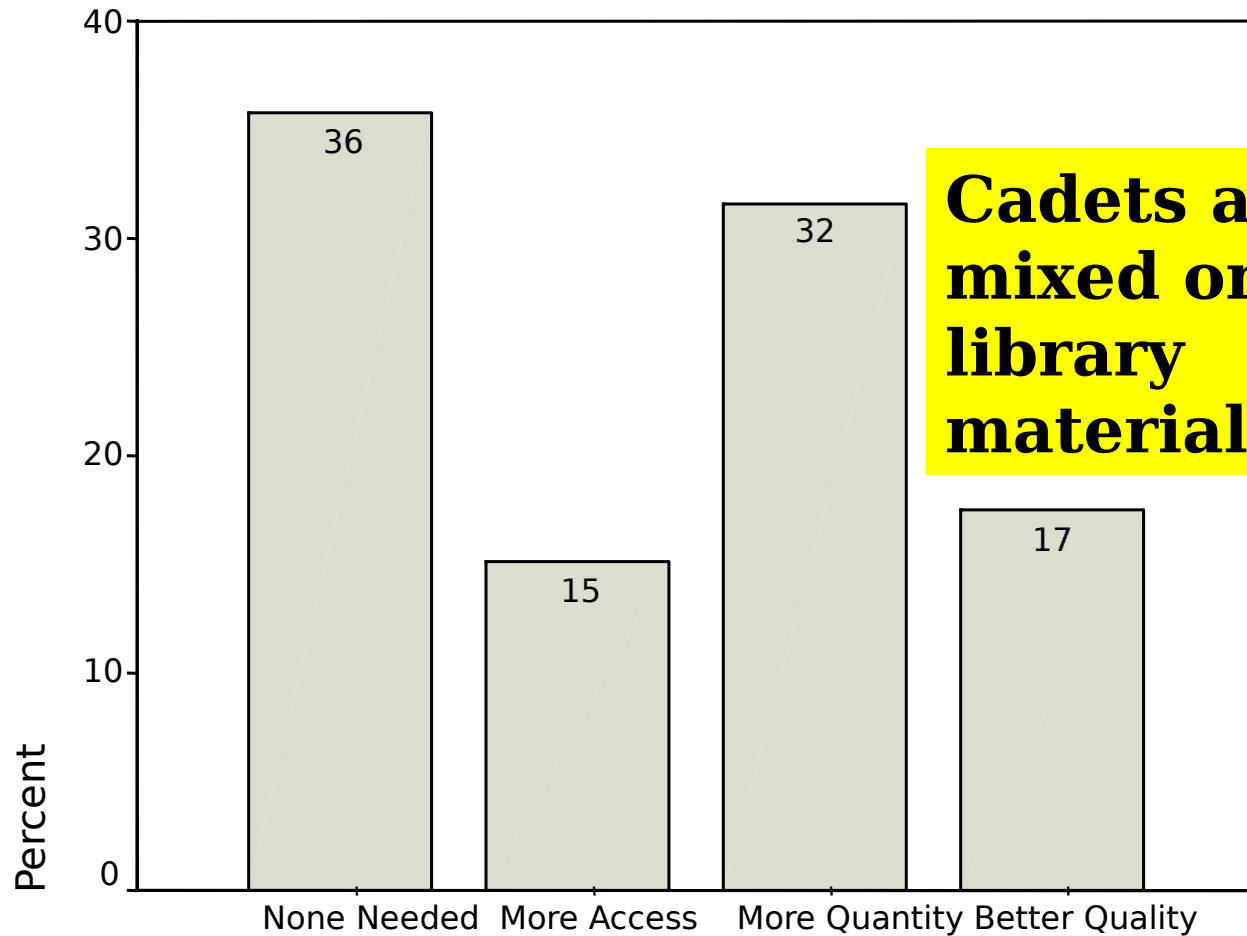


# Improvements of Training Materials



**Cadets do see a great need for improvement in training equipment.**

## Improvements of Library Materials



**Cadets are mixed on library materials.**



## **Summary of Perceptions of Army ROTC:**

- ✓ **Generally, MS4 cadets are extremely positive toward the program, but slightly less so than MS2s.**
- ✓ **MS4s not only like FTXs and hands on training, they claim to learn much more from these non-traditional educational experiences.**
- ✓ **MS4s believe that there is more than enough effort toward preparation for advanced camp.**
- ✓ **Cadets don't see much need for improvement of classrooms, but do see a need for more and better training materials and computers.**
- ✓ **Overall concerns about Army ROTC are limited to training support, but there are increases in the number of cadets who feel that the quantity of cadre and access to cadre need to be increased.**

## Research Recommendations Summary

- ✓ MS4 cadets are interested in and stay in ROTC because of the non-traditional nature of the curriculum. **Need to reinforce activities outside the classroom, preferably with a physical dimension. Need to focus on hands-on training and active learning experiences in the classroom. Anything that is passive, including lectures, viewing videos or films, non-interactive computer instruction, or instructional slide shows will distract from retention and according to cadets, the learning content.**
- ✓ Scholarships are important to a cadet's remaining in school for those cadets who have scholarships; however, the strength of this need is declining. **Need to provide assessment of impact of scholarships to the colleges to explain the importance of ROTC to their local program. Need to determine the percent of scholarships overall that do not meet costs of tuition. Need to determine the percent of costs of college associated with room and board to find ways to pay for other costs.**
- ✓ Things to improve retention:
  - **Decrease Advance Camp preparation time and emphasis.**
  - **Since 35% of MS4s' costs of schooling comes from loans, parents or working, need to increase financial reliance on Army ROTC through scholarships, stipends, and, potentially, loan repayment.**
  - **Find data supporting the positive effects of being an Army Officer on future civilian careers and supplement with testimonials. Professionally package this information and provide it to cadre to reinforce value of becoming an officer.**

Training Issue

P&A Issue

Recruiting Ops Issue

RO Research Issue

Marketing Issue

## **Research Recommendations Summary**

- ✓ **Scholarship mix is beginning to favor short-term scholarships. The residual costs encountered in the first year or two with scholarship cadets will probably include 15-25% loans that must be repaid as lieutenants. Even those cadets who are on scholarship may acquire as much as \$12,000 or more in loans. This becomes an morale issue after accession. Army should support the provision for loan repayment for NDSL and other nationally sponsored loans for cadets commissioning through ROTC. An appropriate pay back would be one-third per year of every year served on active duty. The RC should work a similar issue.**
- ✓ **More cadets state that it takes longer to reach a baccalaureate than before. This creates a problem in mission alignment and a greater chance of not commissioning the cadet due to intervening issues. Need to define what, if anything, about Army ROTC may interfere with commissioning on time and look at changing the emphasis from MS3 instruction to MS2 or MS4 instruction. Need to determine whether cadets are initiating the delays by not completing courses in sequence or changing majors, or whether college requirements will not allow a 4-year degree.**
- ✓ **Most cadets come from a family with a military background. Need to broadcast the Army ROTC message beyond the military family group both nationally and locally.**

Training Issue

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## Research Recommendations Summary

- ✓ Parents and siblings are the most effective influencers of cadet participation. **Therefore, ROTC must get the message to the family early to influence the student.**
- ✓ **Need to promote “how to pay for college” seminars to families with multiple children in conjunction with USAREC or alone.**
- ✓ **Most cadets chose a mentor. Not having identified a mentor or role model puts the cadet at risk for completion and commissioning. Mentoring theory establishes the prime age for mentoring first time as 31-37 years old. Young men seek mentors at 20-25 years old, but almost exclusively from those 31-37 as shown in previous surveys. This natural function is jeopardized by older cadre. Movement toward contracted cadre may mean fewer appropriate age mentors selected.**  
**General Comments pressuring for AC officer staffing.**

- ✓ Cadets are more at risk the longer they remain in the program.
- ✓ Key issues with MS4s include the requirement to mentor and take advantage of role model status of cadre to enhance retention; therefore, the quality of cadre, their age, and their career satisfaction are essential elements of retaining cadets through MS4, 5, 6 or completion status.
- ✓ MS4 cadets are sensitive to and critical of training equipment available.

Training Issue

P&A Issue

O&E Research Issue

Marketing Issue